

Section III. B. Activities for Improved Subgroup Performance
Reading/English/Language Arts (Blue denotes changes in dates)

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																				
<p>Goal: 1 & 5 Objective: 1.1, 5.1 Strategy: 1.1.1, 5.1.1 Activity 1: Five sections of English 10 will meet everyday for 80 minutes and will have an Accelerated Learning component to provide additional assistance in English 10 instruction. Students were selected based on their benchmark scores and grades. Additional time will be spent on teaching skills from the benchmark assessments that were identified as areas of weakness. Two sections will have special education teachers</p> <p>Implementation Timeline: August 2006 – June 2007</p>	<p>Why action was selected: Based on Reading MSA data for 2005 the following subgroups did not meet AYP:</p> <ul style="list-style-type: none"> Special Education <p>Students who fall in this category were selected for the alternative schedule.</p> <ul style="list-style-type: none"> Free and Reduced Meals <p>School data supporting action: AMO</p> <table border="1"> <thead> <tr> <th colspan="4">AMO</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>45.5%</td> <td>40.0%</td> <td>45.3%</td> </tr> <tr> <td>School</td> <td>39.2</td> <td>36.9</td> <td>46.8*</td> </tr> </tbody> </table> <p align="center">*Preliminary Data</p> <p>Research-based support: Handbook of Research on Improving Student Achievement (1999). <i>Balanced Reading and Writing</i> page 97</p>	AMO					Reading		Grade 10	AMO	2004	2005	2006	Target	45.5%	40.0%	45.3%	School	39.2	36.9	46.8*	<p>Subgroups/Grade Levels: All subgroups, Grade 10</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2007 in reading. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Biweekly assessments must be done by all English 10 AL teachers and results analyzed to determine student deficiencies in English 10 content to ensure their areas of weakness are addressed. Teachers must meet during the summer and after school to select and compile biweekly assessments</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*English Teacher Coordinator</p> <ul style="list-style-type: none"> Meet with English 10 teachers biweekly to review assessment questions. Meet with English 10 teachers biweekly to analyze assessments and determine next steps. Quarterly Data Utilization <p>How school system will support the activity:</p> <ul style="list-style-type: none"> Principal to provide onsite support by meeting with department monthly to review content pacing and alignment. Assistant Principal to provide onsite support during the program. Region Instructional Specialist to provide ongoing support Curriculum and Instruction to provide ongoing support 	<p>BI 1 PT Support \$40,000</p> <p>BI 2 PT Salaries – Counselors \$4,725</p> <p>BI 3A-D PT Instruction \$27,697</p> <p>BI 6 Transportation \$21,000</p> <p>BI 8 Supplies \$40,000</p> <p>BI 11 Incentives \$4,000</p> <p>BI 13 Computers \$4,000</p> <p>BI 14 Equipment \$9,500</p>
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<p>Goal: 1 & 5 Objective: 1.1, 5.1 Strategy: 1.1.1, 5.1.1 Activity 2: English 9 will be offered with an Accelerated Learning class for 80 minutes to provide additional assistance in English 9 instruction. Students were selected based on their SRI reading levels. Scores were obtained from our feeder Middle Schools.</p> <p>Implementation Timeline: August 2006 – June 2007</p>	<p>Why action was selected: Based on Reading MSA data for 2005 the following subgroups did not meet AYP:</p> <ul style="list-style-type: none"> • Special Education • Free and Reduced Meals <p>Students who fall in this category were selected for the alternative schedule.</p> <p>School data supporting action: AMO</p> <table border="1" data-bbox="470 662 840 792"> <thead> <tr> <th colspan="4">AMO</th> </tr> <tr> <th></th> <th>Reading</th> <th colspan="2">Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>45.5%</td> <td>40.0%</td> <td>45.3%</td> </tr> <tr> <td>School</td> <td>39.2</td> <td>36.9</td> <td>46.8</td> </tr> </tbody> </table> <p>Research-based support: Handbook of Research on Improving Student Achievement (1999). <i>Balanced Reading and Writing</i> page 97</p>	AMO					Reading	Grade 10		AMO	2004	2005	2006	Target	45.5%	40.0%	45.3%	School	39.2	36.9	46.8	<p>Subgroups/Grade Levels: All subgroups, Grade 9</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2007 in reading. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Biweekly assessments must be done by all English 9 AL teachers and results analyzed to determine student deficiencies in English 9 content to ensure their areas of weakness are addressed. Teachers must meet during the summer and after school to select and compile biweekly assessments</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*English Teacher Coordinator</p> <ul style="list-style-type: none"> • Meet with English 9 teachers biweekly to review assessment questions. • Meet with English 9 teachers biweekly to analyze assessments and determine next steps. • Quarterly Data Utilization <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Principal to provide onsite support by meeting with department monthly to review content pacing and alignment. • Assistant Principal to provide onsite support during the program. • Region Instructional Specialist to provide ongoing support • Curriculum and Instruction to provide ongoing support 	<p>BI 1 PT Support \$40,000</p> <p>BI 2 PT Salaries – Counselors \$4,725</p> <p>BI 3A-D PT Instruction \$27,697</p> <p>BI 6 Transportation \$21,000</p> <p>BI 8 Supplies \$40,000</p> <p>BI 11 Incentives \$4,000</p> <p>BI 13 Computers \$4,000</p> <p>BI 14 Equipment \$9,500</p>
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<p>Goal: 1 Objective: 1.1 Strategy: 1.1.1 Activity 4: Students will be given a content-specific reading assignment weekly during period 3 for a minimum of 30 minutes. The Reciprocal Teaching model as well as before/during and after reading strategies will be used to ensure student comprehension of the content read.</p> <p>Implementation Timeline: October 2006 – May 2007</p>	<p>Why action was selected: Based on 2005 Reading MSA data and 2005 English HSA data for all students.</p> <p>School data supporting action: AMO</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th colspan="2">Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>45.5%</td> <td>40.0%</td> <td>45.3%</td> </tr> <tr> <td>School</td> <td>39.2</td> <td>36.9</td> <td>46.8</td> </tr> </tbody> </table> <p>Research-based support: Handbook of Research on Improving Student Achievement (1999). <i>Exposure to a Range of Literature</i></p>		Reading	Grade 10		AMO	2004	2005	2006	Target	45.5%	40.0%	45.3%	School	39.2	36.9	46.8	<p>Subgroups/Grade Levels: All subgroups All grade levels</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2007 in reading. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: All teachers not using the weekly 30 minutes reading time allotment to reinforce strategies. Review with staff reciprocal teaching model to reinforce reading comprehension.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Rudolph Saunders, Principal</p> <ul style="list-style-type: none"> ➤ Weekly informal and formal observations ➤ Weekly/monthly department notes submitted to the principal ➤ Quarterly data utilization <p>How school system will support the activity:</p> <ul style="list-style-type: none"> ➤ Principal and Assistant Principals will conduct informal observations to ensure reading program is being implemented. ➤ Region Instructional Specialist to provide ongoing support ➤ Curriculum & Instruction to provide ongoing support 	<p>BI 1 PT Support \$40,000</p> <p>BI 2 PT Salaries – Counselors \$4,725</p> <p>BI 3A-D PT Instruction \$27,697</p> <p>BI 6 Transportation \$21,000</p> <p>B7 Textbooks \$1,000</p> <p>BI 8 Supplies \$40,000</p> <p>BI 11 Incentives \$4,000</p> <p>BI 13 Computers \$4,000</p> <p>BI 14 Equipment \$9,500</p>
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Section III. B. Activities for Improved Subgroup Performance
Mathematics (Blue denotes changes in dates)

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<p>Goal: 1 & 5 Objective: 1.1, 5.1 Strategy: 1.1.1, 5.1.1 Activity 3: Six sections of Algebra 1 will be offered. Two of those sections will have ITV support; four sections will have an Accelerate Learning class on alternating days. Additional time will be spent on teaching skills from the benchmark assessment that were identified as low achieving. Algebra teachers will be given pacing guides that will be utilized to ensure that the content taught is aligned with MSA/HSA Content Standards. The same end of unit/chapter assessment will be given by all Algebra teachers to analyze student progress and instructional effectiveness. Assessment items will be selected from the mdk12 website that is aligned with the CLG. Instruction will be adjusted based on immediate feedback from Edusoft assessments.</p> <p>Implementation Timeline: August 2007 – June 2007</p>	<p>Why action was selected: Based on Algebra HSA data for 2005 the following subgroups did not meet AYP:</p> <ul style="list-style-type: none"> African American FARMS Special Education <p>Students who fall in these categories were selected for the alternative schedule.</p> <p>School data supporting action: AMO</p> <table border="1" data-bbox="472 722 842 849"> <thead> <tr> <th colspan="4">AMO</th> </tr> <tr> <th></th> <th>Mathematics</th> <th colspan="2">Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>27.5%</td> <td>40.7%</td> <td>29.8%</td> </tr> <tr> <td>School</td> <td>18</td> <td>17.1</td> <td>30.7</td> </tr> </tbody> </table> <p>Research-based support: Handbook of Research on Improving Student Achievement (1999). <i>Small Group Learning in Mathematics</i> page 124</p>	AMO					Mathematics	Grade 10		AMO	2004	2005	2006	Target	27.5%	40.7%	29.8%	School	18	17.1	30.7	<p>Subgroups/Grade Levels: All subgroups All 9th graders entering high school needing Algebra 1.</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2007 in mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Problems to be addressed to attain results: Biweekly assessments must be done by all Algebra 1 AL teachers and results analyzed to determine student deficiencies in Algebra 1 content to ensure their areas of weakness are addressed. Teachers must meet during the summer and after school to select and compile biweekly assessments</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Mathematics Teacher Coordinator</p> <ul style="list-style-type: none"> Meet with Algebra teachers monthly to review content pacing Meet with Algebra teams monthly to analyze end of unit/chapter assessments and determine next steps Quarterly data utilization <p>How school system will support the activity:</p> <ul style="list-style-type: none"> Principal to provide onsite support by meeting with department monthly to review content pacing and alignment. Assistant Principal to provide onsite support during the program. Region Instructional Specialist to provide ongoing support <p>Curriculum and Instruction to provide ongoing support</p>	<p>BI 1 PT Support \$40,000</p> <p>BI 2 PT Salaries – Counselors \$4,725</p> <p>BI 3A-D PT Instruction \$27,697</p> <p>BI 6 Transportation \$21,000</p> <p>BI 8 Supplies \$40,000</p> <p>BI 11 Incentives \$4,000</p> <p>BI 13 Computers \$4,000</p> <p>BI 14 Equipment \$9,500</p>
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Mathematics (Blue denotes changes in dates)

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<p>Goal: 1 & 5 Objective: 1.1, 5.1 Strategy: 1.1.5, 5.1.2 Activity 5: Students in grades 11 and 12 will have the opportunity to participate in an SAT Preparation course. A school-wide Word of the Day program will be implemented as well as biweekly writing prompts and mathematics problems to assist all students with preparation for the SAT. On October 18, 2006, all 10th and 11th graders will take the PSAT, and as well as targeted 9th graders. Results will be shared with all students and their parents.</p> <p>Implementation Timeline:</p> <p>August 2006 – May 2007</p>	<p>Why action was selected: Based on SAT data for 2006, seniors who took the SAT scores decreased.</p> <p>School data supporting action:</p> <p><u>SAT 2004</u> Verbal 450 Quantitative 434 Combined 884 # Tested : 172</p> <p><u>SAT 2005</u> Verbal 432 Quantitative 412 Combined 844 # Tested: 199</p> <p><u>SAT 2006</u> Verbal 417 Quantitative 395 Combine 812 # Tested: 206</p> <p>Research-based support: National Task Force on Minority High Achievement (1999). Reaching the Top: A report of the national task force on minority achievement</p>	<p>Subgroups/Grade Levels:</p> <p>Grade 11 and 12 students enrolled in SAT Prep course</p> <p>All 11th and 12th grade students for after school enrichment program</p> <p>All 9th – 12th grade students for daily school-wide activity and October PSAT/SAT Testing date</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: School system data will document the average SAT score for grade 12 students as 40 points higher, 20 points on the verbal and 20 points on the quantitative.</p> <p>Problems to be addressed to attain results: The ability to score all of the writing samples from the writing component of the New SAT. Selecting a company to provide after school tutoring for a reasonable price.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>* Cindy Martin, SAT Coordinator</p> <ul style="list-style-type: none"> ➤ Monthly calendar of Word of the Day, Writing Activity and Mathematics Activity ➤ Course enrollment list for SAT Prep to ensure correct student placement ➤ Diagnostic Assessment results ➤ After school SAT computer lab usage log ➤ Monthly reports ➤ Monitoring of after school SAT Prep Program <p>How school system will support the activity:</p> <ul style="list-style-type: none"> ➤ PGCPs SAT Office to provide the technology support during the program. ➤ Curriculum and Instruction to provide ongoing professional development on the New SAT. 	<p align="center">B2 1 PT Instruction \$27,697</p> <p align="center">BI 5 Printing \$8,000</p> <p align="center">BI 6 Transportation \$21,000</p> <p align="center">BI 8-8A Supplies \$43,000</p>

Section III. B. Activities for Improved Subgroup Performance

Parental Involvement (Blue denotes changes in dates)

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																								
<p>Goal: 7 Objective: 7.1 Strategy: 7.1.1 Activity 6: The School Improvement Plan will be placed on the website for parent feedback and review beginning October 2006. SPMT meeting dates are distributed at each PTSA meeting soliciting additional parent support. Two parent conference nights will be implemented to assist parents in monitoring their child's academic progress. A quarterly instructional newsletter will be sent to parents electronically and placed on the school website to keep parents informed of instructional tips for student improvement. Each month dates for SPMT, PTSA and Conference Nights will be disseminated. Counseling Department will provide a counseling newsletter and parent information nights.</p> <p>Implementation Timeline: August 2006-June 2007</p>	<p>Why action was selected: To increase parent and business involvement and support to engage in meaningful decision making to enhance student achievement.</p> <p>School data supporting action:</p> <p><u>PTSA 2004</u> PTSA Membership 201</p> <p><u>PTSA 2005</u> PTSA Membership 243</p> <p><u>PTSA 2006</u> PTSA Membership 102</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th colspan="4">AMO</th> </tr> <tr> <th></th> <th>Reading</th> <th colspan="2">Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>45.5%</td> <td>40.0%</td> <td>45.3%</td> </tr> <tr> <td>School</td> <td>39.2</td> <td>36.9</td> <td>46.8</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th colspan="4">AMO</th> </tr> <tr> <th></th> <th>Mathematics</th> <th colspan="2">Grade 10</th> </tr> </thead> <tbody> <tr> <td>AMO</td> <td>2004</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Target</td> <td>27.5%</td> <td>40.7%</td> <td>29.8%</td> </tr> <tr> <td>School</td> <td>18</td> <td>17.1</td> <td>30.7</td> </tr> </tbody> </table> <p>Research-based support:</p>	AMO					Reading	Grade 10		AMO	2004	2005	2006	Target	45.5%	40.0%	45.3%	School	39.2	36.9	46.8	AMO					Mathematics	Grade 10		AMO	2004	2005	2006	Target	27.5%	40.7%	29.8%	School	18	17.1	30.7	<p>Subgroups/Grade Levels: All subgroups All grade levels</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2007 in mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>By June 2007, PTSA membership will increase by 25% from 102 members to 127 members.</p> <p>Problems to be addressed to attain results: Parent work schedules are not consistent with school meeting schedule. Internet access may not be available for all families in the Frederick Douglass High School community.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Rudolph Saunders, Principal</p> <ul style="list-style-type: none"> ➤ Meet with PTSA Executive Board monthly ➤ Update School Improvement Plan with parent feedback ➤ Meet with PTSA monthly ➤ Monitor online grading system ➤ Send out quarterly Instructional Newsletter <p>Counseling Department, Jane Godwin, Chair*</p> <ul style="list-style-type: none"> ➤ Coordinate counseling newsletter and information nights <p>How school system will support the activity:</p> <ul style="list-style-type: none"> ➤ Regional Instructional Specialist to provide ongoing support ➤ County PTSA organization to provide ongoing support 	<p>BI 5 Postage \$8,000</p> <p>BI 8 Supplies \$40,000</p>
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Section III. B. Activities for Improved Subgroup Performance
Attendance (Blue denotes changes in dates)

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal: 4 Objective: 4.1 Strategy: 4.1.2 Activity 7: The attendance secretary will meet weekly with the administrative team to share student absences of 3 or more days within a week. Administrators will make personal contact with parents of students who have 3 or more absences weekly. The School Counselor and Pupil Personnel Worker will be contacted to assist with creating an action plan for students with excessive absences. The school's voicemail system will contact homes daily when a student is absent from school.</p> <p>Implementation Timeline: August 2006-2007</p>	<p>Why action was selected: Based on attendance data for 2006 we did not meet AYP for attendance (94%).</p> <p>School data supporting action:</p> <p><u>2004</u> Attendance 91.6%</p> <p><u>2005</u> Attendance 92.2%</p> <p><u>2006</u> Attendance 92.0%</p> <p>Research-based support: Handbook of Research on Improving Student Achievement (1999). <i>Student Attendance page 88</i></p>	<p>Subgroups/Grade Levels: All subgroups All grade levels</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for <u>2007</u> in mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Students under 16 who are interested in school under 16 who are not interested in school and who are not presented to the court system before the end of the school year will remain on the absentee bulletin.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Ms. Evelyn Bobo, Attendance Secretary</p> <ul style="list-style-type: none"> ➤ Attendance bulletins updated daily ➤ Weekly report of students with excessive absences to Assistant Principals ➤ Certified letter mailed to students with chronic absence problems ➤ Letters mailed quarterly for students with 10 or more absences. <p>How school system will support the activity:</p> <ul style="list-style-type: none"> ➤ Assistant Principals will provide ongoing support by contacting homes daily. ➤ Pupil Personnel Worker will assist the school in following the proper procedures for students with excessive absences. ➤ Regional Instructional Specialist will provide ongoing support. 	<p>BI 1 PT Support \$40,000</p> <p>BI 4 Printing \$1,000</p> <p>BI 5 Postage \$8,000</p> <p>BI 8 Supplies \$40,000</p>

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