

Prince George's County Public Schools

No Child Left Behind Requirements

ARDMORE ELEMENTARY SCHOOL

Name of School

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Check NCLB Status That Applies to this School in Improvement

Developing Stage

Year 1—School Improvement

Year 2—School Improvement

Corrective Action

Priority Stage

Year 1—Restructuring (Planning)

Year 2—Restructuring (Implementation)

The Maryland State Department of Education (MSDE) is requiring that each LEA that has schools in improvement collect evidence that it has complied with the Schools in Improvement requirements of No Child Left Behind.

Elementary School

School Improvement Plan

Ardmore Elementary School

2009-2010

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Mission

The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.

Prince George's County Public Schools

Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement and monitor a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be reviewed, evaluated and refined regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades PreK-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups make adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as the *Bridge to Excellence in Public Schools Act* and the *Voluntary State Curriculum*.

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Section I. Executive Summary

Introduction

Prince George's County's Ardmore Elementary School is a comprehensive school located in Springdale, Maryland. Ardmore Elementary is often identified as a school culture exhibiting high expectations and upwardly spiraling test scores. The Ardmore School community embraces the art of teaching and student achievement, its inevitable by-product. Since teaching and learning are our priorities and student achievement and high parental involvement are our traditions, students learn in an engaging and inclusive school environment.

Ardmore's schema is a self-contained classroom in grades Pre-K through 6, with departmentalization in grade six. In compliance with the Voluntary State Curriculum (VSC) and reflected in our Master Schedule, Kindergarten through first grade receive 135 minutes Reading / Language Arts. Second receives 150 minutes of Reading / Language Arts. Third through fifth grade students receive 105 minutes of Reading/ Language Arts. Sixth grade students receive seventy-two minutes of Reading/ Language Arts. The math block is 30 – 45 minutes for Pre-K. Grades K through two receive 75 minutes of math and grades three through fifth receive 90 minutes. Sixth grade receive 72 minutes of math. There is total adherence to the non-negotiable uninterrupted blocks of instruction.

There are two Pre-K classes, three Kindergarten classes, three first grade classes, three second grade classes, four third grade classes, two fourth grade classes, three fifth grade classes, and three sixth grade classes. Last year's former third grade MEANS class transitioned to fourth grade with its instructional staff of a 1.0 special educator, 1.0 regular educator, 1.0 para professional, and a .5 crisis intervention teacher. There are two special education resource teachers, 1.0 special education paraprofessional, 1.0 reading specialist, a .5 reading recovery teacher, , and a .6 speech language pathologist. Students attend either PE or Vocal Music each school day taught by 1.5 vocal music/physical education teachers. Further, once a week students attend scheduled library classes instructed by a 1.0 media specialist. The professional school counselor provides bi-monthly guidance lessons and an art teacher provides inter-related lessons four times a year during specified weeks. An instrumental music teacher offers interested students multiple musical instrument lessons to students in grades four, five, and six each Monday and Wednesday mornings, and all day Friday.

Teachers arrive at 7:15 a.m. and utilize this time for planning until their students enter their rooms at 7:35 a.m. Students may enter the school as early as 7:00 a.m., courtesy of Ardmore's Before and After Care Program, a 100 plus

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student capacity program, which features instructional and homework completion opportunities, as well as cultural arts' productions, arts and craft exercises. Walkers may enter the building as early as 7:20 a.m., if they wish to eat breakfast in the cafeteria; and if not, they must line up outside the school at various specified entry points around the school. All specialists and temporary para professionals attend to these designated areas. In addition, student morning arrival and the 1:55 p.m. afternoon departure times are facilitated by either students walking to their destinations or by riding one of our five school buses, or one of several non-school based after school vans provided by Dance Makers, Mr. Kim's Karate, KinderCare, Sadie's Busy Bees, Bundles of Joy/Little Angels, and Shaolin Wu-Shu. When students depart, teachers access the remaining forty minutes by engaging in individual and collaborative planning opportunities until they leave at of 2:45 p.m., their contractual time. In all, the Ardmore community supports the school's creed, *Ardmore Elementary: Invigorating the Educational Spirit!*

School Demographics

School year 2009-2010 boasts of 530 students in grades Pre-K through 6th. Our student demographics reflect sub groups of African Americans (96.9%), American Indian / Alaskan Native (0.1%), Hispanics (2.3%), Asian / Pacific Islander (0.7%), and FARMS (40.1% of the student population). All sub groups met AYP, including our special education sub group.

As for the staff, there are seven provisional teachers on staff. The remaining staff possess more than fifteen years experience, most of whom hold advance certificates. The staff has high student achievement expectations, adheres to the VSC and all non-negotiable, monitors and adjusts instruction in accordance to formative and summative data, promotes multilevel academic interventions, infuses various technological aids into the instructional lesson format, differentiates instruction, develops a prescriptive individual lesson plan for all students, collaborates both vertically and horizontally, models innovations and researched based flexible groupings, demands proper grammar usage at all times, recognizes and promotes the elevation and study of the accelerated vocabulary, encourages best practices, constantly seeks new methods to inspire students, and remains committed to the welfare and safety of all students.

Ardmore's PTA is extremely effective in amassing the various talents of the school community to aid various school instructional efforts throughout the year. The PTA meets monthly, using creative parental draws such as Ardmore Chick Fill Lay Night, ice cream socials, Children Activity Night, just to name a few. This representative turnout is fostered by the collaboration between parents, teachers, and students. The PTA sponsors tutorial sessions, a book club, our annual Talent

Section I. Executive Summary

Show, one fundraising spaghetti dinner, two MSA Prep Night/Spaghetti Dinner, Parents' Night Out, Ardmore Movie Night, Field Day Bar-B-Cue and cook-out, three Friday night dances, and four Fish Fry Dinner Fundraisers. PTA Executive Board members support SPMT, offering valued support to teachers and students alike. Also, they ensure communication between home and school remains open by consistently e-mailing parents and authoring newsletters.

Ardmore is fortunate to have several business partnerships, including, Strategic Technology Applications, Kettering Baptist Church, Hargrove, Inc., First Baptist Church of Glenarden, Allstate Insurance Company, Department of Treasury, Federal Aviation Administration, Leukemia and Lymphoma Society, Pennies for Patients, Department of Transportation, Prince George's County EMS Department, BET, Glenarden City Hall and Police Department, Mount Olive Pickle Company, Barnes & Nobles, Panera Bread, BJ's Wholesale, Blacks & Wax Museum, Patriots Technology Group, Maryland Cooperative Adopt a School Program, Inc., Wal-Mart (Laplata), Greenberry's Coffee House, Arlington, VA, Citizens Concerned for a Cleaner, Department of Family and Community Services and several community neighborhood organizations.

Major initiatives and School-Wide Reform Strategies for Targeted Subgroups

The system's goal for improving academic achievement in reading and math for all students across all subgroups as delineated in *No Child Left Behind* will be supported through yearlong staff development programs. Staff Development will focus on the delivery and implementation of the countywide reading, math, social studies, and science programs. Students will perform hands on experiments with an array of scientific tools at their disposal. Other technology support systems will enhance the viewing of teacher modeled experiments. Teachers will relate exploration/explanation activities to the previous day's study by using unit performance tasks and tests. Further, teachers will use appropriate cooperative/whole class/independent groupings. Also, teachers will connect data evaluation to concepts from explorations/explanations to new or modified situations as they boost student concept knowledge and vocabulary development. Students will respond to teacher-led questions with SRs, BCRs, ECRs, and assessing questions. By utilizing the approved textbook and ancillary materials from Scott Foresman science series, students will access an abundance of instructional material necessary for

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student content comprehension and grade level continuity. Teachers and students will focus on the Voluntary State Curriculum indicators and use science rubrics and exemplary BCRs and ECRs to heighten written responses.

Social Studies is enhanced by the addition of a new reading series and is aligned with the RLA block. The “Standards of Writing Document” effectively constructs BCRs and ECRs and will support RLA and math instruction. As previously stated Ardmore passed all of MSA and met AYP for the 2007-08 School Year. The data reflected the once 20-25% disparity between FARMS and Non-FARMS reduced significantly to the point where some FARMS sub groups scored higher than Non-FARMS groups. Across grade levels, three to four percentage points separated FARMS and Non-FARMS groups plus or minus. This can immediately be attributed to intra-grade level flexible grouping, three to four reading groups in each homeroom, as well as flexible math groups. Further, constant graphing of student growth and deficiencies, individual student prescriptive grade sheets, collaborative planning/data utilization analysis that delineate current and prior MSA Benchmarks, and SRI scores represent proactive measures to differentiate instruction. A guidance outreach program, an extremely proactive SIT/SSST/IET, numerous home visits, an aggressive attendance, and discipline monitoring system greatly aid in driving instruction and elevating student achievement.

This year’s launching of the Anchor Achievement Program (AAP), targeting IEP students, below grade level readers, and FARMS sub groups represent a pro-active approach in closing the achievement gap between special education/regular education sub groups. Students will learn reading strategies and best practices for increasing reading comprehension and basic math skills and strategies in two, two-hour sessions every Wednesday and Thursday afternoons from 2:45 to 4:45. Other students of the general school population identified as below grade level recommended by their homeroom teachers will be recommended for this program as well. Funded totally by an \$11,500.00 grant from First Baptist Church of Glenarden and an additional \$5000.00 grant in November 2008, Ardmore’s AAP will continue through mid-February 2009.

Utilizing the Curriculum Frameworks in reading and math, teachers will participate in staff development, highlighting best practices as modeled by Zone III Instructional Specialists, Ardmore’s Principal, EC, and Assistant Principal. Ardmore will continue with its SAT Vocabulary Prep Program and some Write-A-Book offerings for county-wide competition from grades K-6. These particular initiatives heighten writing ability, increase fluency, foster creative writing and elevate writing strategies and skills.

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Parental Involvement

There is parent representation at SPMT meetings where parents have an opportunity to provide feedback on current SPMT topics and initiatives. The PTA Executive Board promotes an ongoing membership drive and is especially heightened during well-planned PTA meetings during the year. The PTA serves as a major fundraiser, subsidizing many instructional needs of the school, using those monies to fund instructionally based programs. Executive Board members aid in writing grants, tutoring children, and volunteering regularly in all facets of the instructional day.

Ardmore Elementary has maintained a history of winning numerous Grand Prize placement awards in County Write-A-Book competitions, Washington Post Essay Writing Contests, Chorus, Instrumental Music awards, accolades, and special student placements. With the aid of numerous staff members, PTA Board members, PTA affiliate members, and across grade level parental support, the school produced five theatrical productions, including *The Wiz*, *The Journey*, "Cookies and Cocoa Concert", and a traveling Black History Program. This school year, theatrical groups within the school will perform before dignitaries at DOT, The Prince George's County Board, Barnes and Nobles, all of which will transpire before Christmas 2008. February in-school presentation of the Black History Program, will feature God's Trombones, directed by Ardmore's Principal and all music teachers. It is important to note that Journey's cast meets every Wednesday. The play is designed to explore the traveling world of theatre and performance, as it seeks to increase articulation skills, fluency, expands students' historical knowledge base, and provides cultural impacts. It is sponsored by the children's parents, Journey's playwright Equandyo Griot Ade, and the Principal. Further, Ardmore's theatrical department partnered with Flowers High School to produce "*The Wiz*." Under the direction of the Reading Specialist, sixty primary students assumed the role of the Munchkins' population in the *Land of Oz* last school year and looks forward to continued collaboration this school year.

The administration encourages parents to attend quarterly Parent/Teacher conferences. In addition, teachers encourage daily monitor book bags, agenda books, homework packets, checked papers, newsletters, school calendars, progress reports, which reflect teachers' student comments about academic concerns and student behavior. Also, teachers encourage parents to write notes to the teachers by way of the Agenda Books.

Section I. Executive Summary

Within the community at large and as a result of a five-year collaboration with FAA and Department of Transportation, Ardmore was named chief elementary school adoptee in Prince George's County and will again send more students than any other school in the tri-state area to FAA's Ground Hog Campaign Mentoring Program in January 2009, and FAA/DOT's Department of Transportation Day at Potomac Airfield where all 500 plus Ardmore students meet, discuss, ask questions of scientists, engineers, pilots, junior pilots from Bowie and Eleanor Roosevelt High Schools, Tuskegee Airmen, Buffalo Soldiers and various dignitaries from NSA, FAA and DOT. In addition, students witness junior pilots take off and fly Cessna single and twin-engine planes. Further, in November 2008 student representatives from the Men of Ardmore, Ardmore's Honor Society, and the GOLD Committee spoke to an astronaut aboard the orbiting Space Station in November from NASA's communication hook up link located on the NASA compound in Reston, Virginia.

Safe and Orderly Environment

The PGCCPS Code of Student Conduct represents Ardmore's School-Wide Discipline Program based on positive reinforcement. In order to ensure a safe and orderly environment in a school climate supportive of teaching and learning, Ardmore will continue Peer Mediation. New Peer Mediators will be trained to lessen student squabbling and discord by Ardmore's guidance counselor and crisis intervention teacher. Working with administration, teachers, parents, and students, all will seek to reduce 2008-2009 suspension and PS74 rates. Peer Mediators will be selected from the ranks of the Men of Ardmore, G.O.L.D. Committee, and Ardmore's Honor Society. To be a Peer Mediator, parents and teachers alike must approve the appointments. Students, exhibiting continued class disruption will be assigned a behavioral chart that must be addressed by parents and teachers. There will be times when student discipline conditions will necessitate the development of Behavior Intervention Plans, precipitated often by referrals to SIT and IEP. In all cases, parents remain an integral part of these processes. SIT and IEP teams formally invite parents to meetings as avid stakeholders from beginning to end. There is often need to extract students from individual classrooms due to their inability to follow the Code of Student Conduct. In that case the Detention Monitor calls and informs parents immediately, detailing the misconduct/violation(s). Parents are advised to meet with the respective teacher and/or administrators, school counselor, crisis intervention teacher, teachers in charge or parent liaison to resolve the misconduct breeched.

During individual classroom discussions, students develop and practice uniformed rules for hallways, cafeteria, playground, and bus embarkation/disembarkation. They are rewarded for positive behavior with praise, Ardmore Homework

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Passes, Ardmore Anchors, Caught You Being Good Awards, and other tangible and intangible reward systems. As the sponsor of the GOLD Committee, Professional School Counselor also heads the School Instructional Team, aided by the Principal, Assistant Principal, Parent Liaison, classroom teacher, parent/guardian, and other staff members as needed. The Professional School Counselor in-serviced all grade levels on the Code of Student Conduct August 29, 2009. Each student signed a PGCPs Student Behavior Contract, which is kept on file. Also, in order to provide and foster preemptive discipline feedback to students, the school counselor will provide lessons in- classroom settings. Also, the Professional School Counselor meets with individual students and or group meetings. To maintain continuity between home and school with regard to proper student conduct, the school counselor conducts parent workshops promoting parent/teacher/student collaboration in the areas of instruction, homework, testing, and social and work-study skills. The media specialist writes Monthly parent and staff newsletters with articles from all areas of the school. These efforts help keep parents involved and apprised of school instructional goals and parental roles in that regard.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

A. Data Form

Goal 1

By 2013-2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Objective 1.1

Continue to strengthen curriculum, instruction, and assessment in all content areas.

Goal 2

All English Language Learners (ELL) will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

Objective 2.1

Continue to strengthen curriculum, instruction, and assessment in all content areas provided to English Language Learners.

Two Year Goal

All students (in the aggregate*) in Ardmore Elementary School will meet the MSDE intermediate goal for 2010 in reading on the Maryland School Assessment.

(*Aggregate comprises all students whose performance is included in AYP calculations.)

Annual Measurable Objective (2008-2009 School Year)

Reading

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by an X, did not meet AYP.

(Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	79.3	85.0	82.2
American Indian/Alaskan Native			
African American	79.9	86.2	81.9
Hispanic	62.5		
Special Education	63.6	77.8	62.5
Asian/Pacific Islander			
White			
Free and Reduced Meals	76.3	79.2	80.2
Limited English Proficient		33.3	

Annual Measurable Objective Milestone

70 percent of the students in grades 2-6 will perform at or above grade level on the Scholastic Reading Inventory (SRI) and scheduled Prince George's County reading assessments.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2009-2010 Maryland School Assessment.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

Two Year Goal

All students (in the aggregate*) in Ardmore Elementary School will meet the MSDE intermediate goal for 2010 in mathematics on the Maryland School Assessment.
 (*Aggregate comprises all students whose performance is included in AYP calculations.)

**Annual Measurable Objective (2008-2009 School Year)
Mathematics**

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by an X, did not meet AYP.
 (Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	73.6	79.8	80.4
American Indian/Alaskan Native			
African American	74.4	80.3	80.4
Hispanic	50.0	60.0	
Special Education	46.7	58.6	37.5
Asian/Pacific Islander			
White			
Free and Reduced Meals	69.0	71.3	77.4
Limited English Proficient		42.9	

Annual Measurable Objective Milestone

70 percent of the students in grades 2-6 will achieve a satisfactory score (70% or above) on scheduled Prince George's County mathematics assessments.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2009- 2010 Maryland School Assessment.

Goal 4:

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 4.1

Objective 4.1: Ensure that schools establish and maintain a positive climate that nurtures students and supports learning.

- A. By June 2010, the number of discipline referrals will decrease from 79 in June 2009 to 69 .
- B. By June 2010, the number students suspended will decrease from 62 in June 2009 to 52 .
- C. By June 2010, attendance will increase from 96.4 % in June 2009 to 96.5 % or higher.

Objective 4.1 Milestone

- A. At the end of each month, the percent of students receiving discipline referrals will decrease 8% below the same month of the previous year(s).
- B. At the end of each month, the number of students suspended will decrease by 5% below the same month of the previous year(s).
- C. At the end of each month, the daily average attendance of students will increase by 10%

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

Objective 4.1 Evaluation

- | |
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| <p>A. PGCPS summary reports of discipline referrals will document an aggregate decrease of <u>10%</u> in the number of students receiving discipline referrals for each ESEA subgroup.</p> <p>B. PGCPS summary reports of the number of students suspended will document a decrease of <u>10%</u> in the number of students suspended.</p> <p>C. School system data will document the average daily attendance rate for students as 94.0% or higher.</p> |
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**Section II: Evidence of Need
(Comprehensive Needs Assessment)**

**Elementary School
B. Reading Data Overview**

1. Reading Data Charts

MSA Reading (K-5 Configuration)			
AMO	2007	2008	2009
Target	67.2%	71.8%	76.5%
School	%	%	%

MSA Reading (K-6 Configuration)			
AMO	2007	2008	2009
Target	67.5%	72.1%	76.8%
School	79.3%	85.0%	82.2%

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
3	All	81.7	85.5	81.9
	Am In			
	Asian			
	Af Am	81.4	86.9	81.9
	White			
	Hispanic			
	FARM	76.7	77.3	83.3
	Spec Ed	71.4		66.7
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
4	All	86.2	87.2	83.6
	Am In			
	Asian			
	Af Am	85.7	87.0	83.3
	White			
	Hispanic			
	FARM	88.5	75.9	80.0
	Spec Ed		75.0	
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
5	All	64.8	90.5	85.4
	Am In			
	Asian			
	Af Am	67.2	90.3	85.0
	White			
	Hispanic			
	FARM	58.6	91.7	75.9
	Spec Ed		90.0	69.2
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
6	All	81.6	76.6	79.1
	Am In			
	Asian			
	Af Am	81.9	79.5	78.1
	White			
	Hispanic			
	FARM	78.4	72.7	81.8
	Spec Ed	55.6		66.7
	LEP			

-- = no students in description

na = too few students for AYP rules

School Reading Assessments (by percent)

	Formative			Unit #1			Unit #2			Unit #3			Practice MSA		
	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A
2															
3	41	49	10										26	50	24
4	48	40	12										20	49	31
5	41	47	12										30	42	28
6	43	43	13										36	42	22

B = Basic; P = Proficient; A = Advanced

Scholastic Reading Inventory (SRI) – by percent

Grade	Basic		Proficient		Advanced	
	Jan 09	May 09	Jan 09	May 09	Jan 09	May 09
	2	44.8		51.7		3.4
3	40.0	31.0	49.3	51.0	10.7	17.0
4	19.0	26.0	61.8	62.0	19.0	12.0
5	16.1	27.0	61.7	57.0	22.2	17.0
6	28.9	24.0	50.7	53.0	20.3	12.0

Basic = At Risk, Basic 1, Basic 2

Proficient = Low Proficient, Proficient, High Proficient

ELO Data (Reading)

Grade	Pre-Test		Post-Test	
	# of students	% Proficient	# of students	% Proficient
2				
3	25	20.0	25	80.0
4	15	30.0	15	85.0
5	40	35.0	40	89.0
6	100	40.0	100	80.0

NA = not applicable if school does not have an ELO program

**Developmental Reading Assessment (DRA)
(percent of students)**

Grade	BGL			OGL			AGL		
	Oct 08	Jan 09	May 09	Oct 08	Jan 09	May 09	Oct 08	Jan 09	May 09
K	97.0	64.5		3.0	29.0		0.0	6.4	
1	30.0	9.2		45.0	32.3		25.0	58.5	
2									

Section II: Evidence of Need (Comprehensive Needs Assessment) Elementary School

2. Narrative (MSA) – Complete the structured narrative below by filling in the blanks with the appropriate information, i.e., subgroups, numbers, etc. Make changes as necessary to ensure grammatical and structural accuracy.

Prince George's County's Ardmore Elementary School is a Model Comprehensive School located in Springdale, Maryland. Ardmore Elementary is identified with a culture of high expectations and upwardly spiraling scores.

Ardmore passed the MSA test in all areas and met AYP for the 2008-2009 School Year. The Curriculum Framework Progress Guides developed by Prince George's County has been very instrumental in our meticulous instructional program. Our reading and math benchmarks and CTBS tests are administered in September, January, and May. Reading and Math pre and post assessments are administered in September and October respectively to analyze the student's work and provide the school with accurate data on content standards. Data collected from other sources including systemic and in-house qualitative and quantitative data are used when making instructional preference.

According to the 2009 MSA data, Ardmore Elementary School met adequate yearly progress (AYP) in all academic areas. In 2009, the AMO in reading was 76.8%. The data indicated 81.9% of third graders, 83.6% of fourth graders, 85.4% of fifth graders, and 79.1% of six graders met proficiency. The school population made gains in the areas of African-American and FARMS students. Data was analyzed by domains on the following tests: MSA, CTBS and Benchmarks. In reviewing the MSA data, an analysis of the median scores for the three-year period (2007-2009) was used to identify strengths and weaknesses in students' performance from grades three through six. The disaggregated data reflected the distance from satisfactory score.

Reading and Math Benchmarks were analyzed according to the number of students receiving 65% or better in the specific subjects. From 2007 to 2009 we saw an increase in the number of third grade students achieving satisfactory scores in reading. The following data reflects those scores. From 2007 to 2009 the percent of students scoring satisfactory in reading was as follows: 81.7%, 85.5%, and 81.9% respectively. The MSA was administered to fourth grade students for the first time in 2005. The percentage of students scoring satisfactory in grade four was 83.6%. In 2007, fourth grade students scored 86.2% and in 2008 they increased their previous scores by 1.0%. In 2009, fourth grade scored 83.6%. From 2007 to 2009 the percent of fifth grade students scoring satisfactory in reading was as follows: 64.8 %, 90.5%, and 85.4% respectively. This represents a 20.6% increase from 2007 to 2009. The MSA was administered to sixth grade students for the first time in 2005. The percentage of students scoring satisfactory in grade six was 77.1%. In 2006, they scored 77.7%, in 2007, 81.6%, in 2008, 76.6% and in 2009, 79.1%.

Discuss qualitative data, i.e., Focus Walks (America's Choice), Learning Walks (IFL), informal observations, etc. (Limit the response to 2 - 3 paragraphs ONLY.)

The principal, Mrs. Georgette Gregory and the assistant principal, Mrs. Marion Harley made informal and formal observations teachers and conducted daily walk-throughs. Using checklists and the look for guides, they were able to assist monitor teachers. In order to coach new and non-tenured teachers, tenured teachers were assigned mentees through the Job-Alike mentor program at Ardmore Elementary School. Mentees are trained on the use of the Prince George's County Curriculum Guide, teaching strategies, classroom management, MSA preparation, and differentiated instruction. During observations and walk-throughs, it was apparent that the mentors were working with their mentees. All teachers had objectives and warm-up activities on their boards, classroom expectations and schedules were noticeable, and teachers were using the Curriculum Framework Guide. Math and Reading small group differentiated instruction was evident. Teachers modeled various strategies during the walk through to include: scaffolding to build background knowledge, think-alouds, read-alouds, and think-pair-share. Word Wall was on the wall of each classroom, Smart boards were being used by teachers, use of technology included LCD projectors and laptops. It was evident that the students at Ardmore Elementary School were learning and achieving in the classroom.

3. Analysis of Reading Data

1. Analyze poetic elements (3A4d) Explain meaning of words, lines, stanzas (3A6d)
2. Analysis of Characters, setting, and events (3A3e)
3. Use print features, graphic aids, informational and organizational aids (2A2a,b,c,d)
4. Identify Main Idea (1E4a) Identify characteristics of nonfiction (2A1a)
5. Elements of Story (3A3b)

b. List overall weaknesses for reading (aligned to content standard indicator using benchmark data)

1. Use word structure to determine meanings (1D3b)
2. Analyze organizational patterns of text (2A2b)
3. Explain words that contribute to meaning (2A5a)
4. Summarize (3A6d)
5. Inferences/Draw Conclusions/Make Generalization (1E4d)

c. List contributing factors for each area below.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

1. Implementation of Curriculum

- a. The fast pace of the curriculum framework does not allow for mastery of skills and concepts only exposure to skills and concepts
- b. Time allotted on Master Schedule
- c. Testing done throughout the year
- d. MSA Finish Line Series used in grades 3-6

2. Staff Expertise

- a. 40% of teachers are new to the building this school year.
- b. Use of Smart boards and LCD projectors in classes
- c. Job-A-Like Mentoring Program
- d. Use of data during collaborative planning
- e. Teacher using data to drive instruction
- f. Highly qualified teachers

3. Instructional Organization

- a. There is a need for teachers to tap into and expand prior knowledge and readiness skills of our students as well as to motivate them in applying learned skills to real-life situations.
- b. Teachers properly implementing differentiated instruction
- c. Use of centers in the classrooms
- d. Lack of hardware and software to supplement instruction

4. Parent and Community Involvement

- a. Limited funds for workshops and training for parents to volunteer in the classrooms and support students.
- b. Reading and Math Workshops held by Parent Liaison
- c. Limited Parent Volunteers

5. School Climate

- a. Staff Teamwork
- b. Implementation of in school detention center reduced suspension rate.
- c. Administrators walk through help assist teachers with curriculum framework
- d. Comer implemented in the school

6. OTHER – Discuss other areas and contributing factors not addressed in 1 – 5 above.

Men of Ardmore, Cheerleading Team, and Gold Committee Team increase student participation

d. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps in reading) to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Next Steps for Reading:	Targeted Subgroups/Grade Levels:
Reading Workshops for Teachers (Differentiated Instruction)	FARMS, Special Education, and All Subgroups Pre-K-6
Reading Workshops for Parents and Volunteers	FARMS, Special Education, and All Subgroups Pre-K-6
Allocating Funds for After School Reading Programs	Special Education
Recruiting Parents and Volunteers for Reading Programs (After School / Extended Day)	FARMS, Special Education, and All Subgroups Pre-K-6
Implementing Reading Journals	FARMS, Special Education, and All Subgroups Pre-K-6
MSA Finish Line Series	FARMS, Special Education, and Third – Sixth Grades

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

C.

Mathematics Data Overview

1. Mathematics Data Charts

MSA Mathematics (K-5 Configuration)			
AMO	2007	2008	2009
Target	63.9%	69.1%	74.2%
School	%	%	%

MSA Mathematics (K-6 Configuration)			
AMO	2007	2008	2009
Target	60.9%	66.5%	72.1%
School	73.6%	79.8%	80.4%

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
3	All	77.5	82.3	88.9
	Am In			
	Asian			
	Af Am	77.1	82.0	88.9
	White			
	Hispanic			
	FARM	66.7	68.2	86.1
	Spec Ed	57.1		66.7
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
4	All	82.3	84.6	91.8
	Am In			
	Asian			
	Af Am	83.3	84.4	91.7
	White			
	Hispanic			
	FARM	80.0	72.4	85.0
	Spec Ed	40.0	66.7	
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
5	All	69.0	76.9	69.5
	Am In			
	Asian			
	Af Am	71.6	76.2	68.8
	White			
	Hispanic			
	FARM	69.0	70.8	62.1
	Spec Ed		41.7	30.8
	LEP			

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
6	All	69.0	74.0	77.3
	Am In			
	Asian			
	Af Am	68.7	76.7	77.8
	White			
	Hispanic			
	FARM	62.2	72.7	85.7
	Spec Ed	22.2		20.0
	LEP			

-- = no students in description

na = too few students for AYP rules

School Mathematics Assessments (by percent)

	Formative			Unit #1			Unit #2			Unit #3			Practice MSA		
	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A
2															
3	31	44	24				30.0	42.0	28.0	21.0	45.0	34.0	19	51	29
4	22	48	30	53.0	23.0	23.0	48.0	27.0	24.0				21	39	39
5	38	41	21										49	29	22
6	48	43	9										46	36	17

B = Basic; P = Proficient; A = Advanced

ELO Data (Mathematics)

Grade	Pre-Test		Post-Test	
	# of students	% Proficient	# of students	% Proficient
2				
3	25	35.0	25	90.0
4	15	28.0	15	87.0
5	40	42.0	40	83.0
6	100	36.0	100	91.0

NA = not applicable if school does not have an ELO program

Section II: Evidence of Need (Comprehensive Needs Assessment) Elementary School

Narrative (MSA) – Complete the structured narrative below by filling in the blanks with the appropriate information, i.e., subgroups, numbers, etc. Make changes as necessary to ensure grammatical and structural accuracy.

According to the MSA data, Ardmore Elementary School met adequate yearly progress (AYP) in 2009 in all areas except Special Education Math. In 2009, the AMO in Math was 72.1%. The data indicated 82.3% third graders met proficiency, 84.6% of fourth graders met proficiency, 76.9% of fifth graders met proficiency, and 74.0% of sixth graders met proficiency. The school population made gains from 2006 to 2008.

The percentage of students scoring satisfactory in math in grade three increased from last year. In 2007, the percentage of students scoring satisfactory in math was 77.5%; the percentage of students scoring satisfactory was 82.3% in 2008; the percentage of students scoring satisfactory in 2009 was 88.9%. This represents an 11.4% increase from 2007 to 2009.

The MSA was administered to fourth grade students for the first time in 2005. The percentage of students scoring satisfactory in math in grade four was 69.4%. In 2007 and 2008, the percentages of students scoring satisfactory were 82.3% and 84.6% respectively. In 2009, the percentage of students scoring satisfactory was 91.8%, an increase of 9.5% since 2007.

The percentage of students scoring satisfactory in math in grade five has increased from 2006 to 2008. In 2006, the percentage of students scoring satisfactory in math was 56.5%; in 2007, the percentage of students scoring satisfactory was 69.0%, and in 2008 the percentage of students scoring satisfactory was 76.9%. In 2009, the percentage of students scoring satisfactory was 69.5%.

The MSA was administered to sixth grade students for the first time in 2005. The percentage of students scoring satisfactory in math in grade six was 56.3%. In 2006, 2007, and 2008, the percentages of students scoring satisfactory were 64.5%, 69.0%, and 74.0% respectively. In 2009, the percentage of students scoring satisfactory was 77.3%.

The proficiency level data indicate majority of the students performing at proficiency level in math with the exception of sixth grade special education students. Subgroup performance for Free and Reduced Meal students (FARM) increased from 2007 to 2009. In 2007, the percentage of third grade FARM students scoring satisfactory in math was 66.7%; the percentage of third grade FARM students scoring satisfactory was 68.2% in 2008, and in 2009 the percentage of third grade FARM students scoring satisfactory was 86.1%. This represents a 19.4% increase from 2007 to 2009. The MSA was administered to fourth grade students for the first time in 2005. The percentage of FARM students scoring satisfactory in grade fourth was 65.0%. In 2006, the percentage of fourth grade FARM students scoring satisfactory in math was 71.0%; the percentage of fourth grade FARM students scoring satisfactory was 80.0% in 2007, in 2008 the percentage of fourth grade FARM students scoring satisfactory was 72.4%, and in 2009 the percent scoring satisfactory was 85.0%. This represents a 20.0% increase from 2005 to 2009. In 2006, the percentage of fifth grade FARM students scoring satisfactory in math was 43.3%; the percentage of fifth grade FARM students scoring satisfactory was 69.0% in 2007, in 2008 the percentage of fifth grade FARM students scoring satisfactory was 70.8%, and in 2009 the percentage of FARM students scoring satisfactory in math was 62.1%. The MSA was administered to sixth grade FARM students for the first time in 2005. The percentage of FARM students scoring satisfactory in math in grade six was 48.7%. In 2006, 2007, and 2008, the percentages of FARM students scoring satisfactory were 51.6%, 62.2% and 72.7% respectively. In 2009, the percentage of FARM students scoring satisfactory was 85.7%, indicating a 13-point increase in just one year.

In 2006, representative scores for Special Education students in third, fifth and sixth grades were 22.2%, 12.5%, and 44.4% respectively. There were no scores for fourth grade in 2006 because there were no students in Special Education Students in third grade. In 2007, representative scores for Special Education students in third, fourth, and sixth grades were 57.1%, 40.0%, and 22.2% respectively. There were no scores for fifth grade in 2007 because there were no students in Special Education Students in fifth grade. In 2008, representative scores for Special Education students in fourth and fifth grades were 66.7%, 40.0%, and 41.7% respectively. There were no scores for third and sixth grade in 2008 because there were no students in Special Education Students. In 2009, the representative scores for Special Education students in third, fifth, and sixth grades were 66.7%, 30.8%, and 20.0% respectively. There were no scores for fourth grade in 2009 because there were no students represented in this subgroup for this grade level.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

Discuss qualitative data, i.e., Focus Walks (America's Choice), Learning Walks (IFL), informal observations, etc. (Limit the response to 2 - 3 paragraphs ONLY.)

Principal Mrs. Georgette Gregory and then-Assistant Principal, Mrs. Marion Harley made informal and formal observations teachers and conducted daily walk-throughs. Using checklists and the look for guides, they were able to assist monitor teachers. In order to coach new and non-tenured teachers, tenured teachers were assigned mentees through the Job-Alike mentor program at Ardmore Elementary School. Mentees are trained on the use of the Prince George's County Curriculum Guide, teaching strategies, classroom management, MSA preparation, and differentiated instruction. During observations and walk-throughs, it was apparent that the mentors were working with their mentees. All teachers had objectives and warm-up activities on their boards, classroom expectations and schedules were noticeable, and teachers were using the Curriculum Framework Guide. Math and Reading small group differentiated instruction was evident. Teachers modeled various strategies during the walk through to include: scaffolding to build background knowledge, think-alouds, read-alouds, and think-pair-share. Word Wall was on the wall of each classroom, Smart Boards were being used by teachers, use of technology included LCD projectors and laptops. It was evident that the students at Ardmore Elementary School were learning and achieving in the classroom.

3. Analysis of Mathematics Data

a. List overall strengths for mathematics (aligned to content standard indicator using benchmark data)

1. Use multiplication (x) and whole numbers (0 – 100) (1B2b)
2. Use denominators 6, 8, or 10 (6A2a)
3. Use denominators of 6, 8, or 10 with sets of 6, 8, or 10, respectively
4. Use like denominators and no more than 3 numbers (0 – 20)
5. Use denominators that are factors of 24 and numbers (0 – 200)

b. List overall weaknesses for mathematics (aligned to content standard indicator using benchmark data)

1. Measure an angle between 0° and 180° to the nearest degree (3-B-2a)
2. Use the nearest minute (3C2b)
3. Use no more than 3 decimal places or percents (0 – 100) (6A1b)
4. Use denominators that are factors of 100, decimals, or percents (0 – 200) (6A1c)
5. Use no more than 4 single digit whole numbers (6B1d)

c. List contributing factors for each area below.

1. Implementation of Curriculum

- a. The fast-paced math instruction exposes students to the skills but mastery is not always evident.
- b. Pupils do not always take responsibility for their own learning by setting learning goals
- c. Students use math journals
- d. Teachers follow Prince George's County Curriculum Framework

2. Staff Expertise

- a. 40% of teachers are new to the building this school year.
- b. Math Chairperson updates staff on strategies and programs
- c. Highly qualified teachers

3. Instructional Organization

- a. Focus After School Program
- b. Job-A-Like Mentor
- c. Math MSA Workshops for Parents
- d. Collaborative Planning for Teachers
- e. Administrative Walk Thru
- f. Teachers utilize time allocated for collaborative planning.
- g. Math facts mastery recognized in grades 2-6

4. Parent and Community Involvement

- a. Parents have trouble understanding new concepts introduced to the curriculum.
- b. Math workshops
- c. Online tutoring on Prince George's County Public School's website
- d. Men of Ardmore "Men's Day"
- e. Mother and Daughter Tea
- f. Weekly Progress Reports / Quarterly Progress Reports
- g. Parent Committee / PTA
- h. MSA Math Night

5. School Climate

- a. Attendance Incentives to encourage students to come to school regularly

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Elementary School**

- b. In-school Suspension
- c. In-school Detention room
- d. Constant parental contacts by staff and administration
- e. Teachers working together for the success of students

6. **OTHER** – Discuss other areas and contributing factors not addressed in 1 – 5 above.

d. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps in mathematics) to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Next Steps for Mathematics:	Targeted Subgroups/Grade Levels:
Allocate funds for parent workshops	FARMS, Special Education, and All Subgroups
Administrative walk thru during collaborative planning	FARMS, Special Education, and All Subgroups
Recruiting Parents and Volunteers for Math Programs (After School / Extended Day)	FARMS, Special Education, and All Subgroups
Math facts and vocabulary	FARMS, Special Education, and All Subgroups
Use of Mind Point Quiz Show	FARMS, Special Education, and All Subgroups
Small Group Instruction	FARMS, Special Education, and All Subgroups
Implementing Math Journals	FARMS, Special Education, and All Subgroups
MSA Math Finish Line Series	FARMS, Special Education, and Third – Sixth Grades

Section III B: Activities for Improved Subgroup Performance

Reading/English Language Arts

Activity # 2	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																																																							
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.1</p> <p>Enhance and strengthen the academic instruction in reading through differentiated instructional opportunities to improve student achievement.</p> <p>Students will be engaged in reteaching and reinforcement activities of identified VSC indicators they score below proficiency through whole class, small group, and individual instruction to meet their differentiated needs.</p> <p>Specific areas of focus will include the content standards identified quarterly on the benchmarks (3-6) and HM theme tests (1-2) that indicate student lack of proficiency in as well as maintaining and/or strengthening student levels to advanced proficiency. This activity will occur daily.</p> <p>The teacher will analyze data from quarterly reading benchmarks, HM theme tests, and K-1 data forms to identify intervention groups. Increase implementation of the VSC TOOLKIT (lesson seeds, public release items). Conferences will be held with students scoring Basic. An action plan will be developed and implemented .to assist the student meet specific reading content standard goals. Weekly instructional adjustment sheets will be completed and turn into reading specialist.</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that ongoing data analysis and the modification of instruction based on the data is essential to meeting the differentiated needs of students</p> <p>Include other supporting data below as appropriate.</p> <p>SRI September Data 2009</p> <table border="1"> <tr> <td></td> <td>Advance</td> <td>Proficient</td> <td>Below</td> </tr> <tr> <td>Gr. 3</td> <td>25.0%</td> <td>41.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 4 – 21.0%</td> <td></td> <td>44.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 5 – 27.0%</td> <td></td> <td>50.0%</td> <td>24.0%</td> </tr> <tr> <td>Gr. 6 – 31.0%</td> <td></td> <td>42.0%</td> <td>27.0%</td> </tr> </table> <p>SRI May Data 2009</p> <table border="1"> <tr> <td></td> <td>Advance</td> <td>Proficient</td> <td>Below</td> </tr> <tr> <td>Gr. 3</td> <td>17.0%</td> <td>51.0%</td> <td>31.0%</td> </tr> <tr> <td>Gr. 4 – 12.0%</td> <td></td> <td>62.0%</td> <td>26.0%</td> </tr> <tr> <td>Gr. 5 – 17.0%</td> <td></td> <td>57.0%</td> <td>27.0%</td> </tr> <tr> <td>Gr. 6 – 12.0%</td> <td></td> <td>53.0%</td> <td>24.0%</td> </tr> </table> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>All</td> <td>85.5</td> <td>87.2</td> <td>90.5</td> <td>76.6</td> </tr> <tr> <td>FARM</td> <td>77.3</td> <td>75.9</td> <td>91.7</td> <td>72.7</td> </tr> </table> <p>Scientifically-based research: Learning Teams Understanding by Design (1998) Classroom Instruction that Works (2001) Principals Should Know and Be Able to Do (2001) Council of Great City Schools (2001) Report of the National Reading Panel: Teaching Children to Read – NIFL (2000)</p>		Advance	Proficient	Below	Gr. 3	25.0%	41.0%	34.0%	Gr. 4 – 21.0%		44.0%	34.0%	Gr. 5 – 27.0%		50.0%	24.0%	Gr. 6 – 31.0%		42.0%	27.0%		Advance	Proficient	Below	Gr. 3	17.0%	51.0%	31.0%	Gr. 4 – 12.0%		62.0%	26.0%	Gr. 5 – 17.0%		57.0%	27.0%	Gr. 6 – 12.0%		53.0%	24.0%		3	4	5	6	All	85.5	87.2	90.5	76.6	FARM	77.3	75.9	91.7	72.7	<p>Subgroups/Grade Levels: All students in Pre-K-6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> Steps will be taken to address students' inability to connect prior knowledge to new situations. Teachers will be encouraged to attend Professional Development workshops to enhance abilities to tap into and expand students' prior knowledge 	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities.</p> <ul style="list-style-type: none"> Classroom Teachers Daily implementation Reading Specialists Bi-weekly for collaborative Planning On-going guidance Quarterly for overview of curriculum frameworks and benchmark administration, scoring, analysis *Principal & Asst. Principal Daily informal monitoring Formal Observations "Walk-Through" Observations <p>How school system will support the activity: Area II will provide support and training for the teachers</p>	<p align="center">SOR</p>
	Advance	Proficient	Below																																																								
Gr. 3	25.0%	41.0%	34.0%																																																								
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Section III B: Activities for Improved Subgroup Performance

<p>Professional development for the activity will include a series of in-services demonstrating Edusoft and its components to analyze data as well as how to compact and scaffold/tier reading lessons from the PGCCF. Parent workshop on interpreting child's data and ways to assist at home will be offered.</p>	<p>Put Reading First: The Research Building Blocks for Teaching Children to Read (2001)</p>			
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Section III B: Activities for Improved Subgroup Performance

Mathematics

*Activity #3	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																											
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.1</p> <p>Enhance and strengthen the academic instruction of mathematics by providing differentiated instruction opportunities to improve student achievement.</p> <p>Students will be engaged in a differentiated MSA math preparation program that includes the use of MSA math packets in order to become more familiar with skills such as geometry concepts and measurement, which are needed for MSA proficiency.</p> <p>Specific areas of focus will be hands-on activities, including BCR and ECR activities that mirror MSA problems. Students will complete many of these tasks with small groups of students. This activity will occur daily.</p> <p>The teacher will review data spreadsheets that track the progress of students throughout the school year.</p> <p>Professional development for the activity will include training involving the math curriculum and differentiated instruction</p> <p>Implementation Timeline:</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that MSA data and observations in classrooms, students performing below proficiency in grades Pre-K-6, will be provided additional opportunities to reinforce applying VSC indicators.</p> <p>Include other supporting data below as appropriate.</p> <table border="1" data-bbox="516 688 888 768"> <tr> <td>AMO</td> <td>2007</td> <td>2008</td> <td>2009</td> </tr> <tr> <td>Target</td> <td>60.9</td> <td>66.5%</td> <td>72.1</td> </tr> <tr> <td>School</td> <td>73.6</td> <td>79.8</td> <td></td> </tr> </table> <table border="1" data-bbox="489 794 915 881"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>All</td> <td>82.3</td> <td>84.6</td> <td>76.9</td> <td>74.0</td> </tr> <tr> <td>FARM</td> <td>68.2</td> <td>72.4</td> <td>70.8</td> <td>72.7</td> </tr> </table> <p>Scientifically-based research: Scotts Foresman Glencoe</p>	AMO	2007	2008	2009	Target	60.9	66.5%	72.1	School	73.6	79.8			3	4	5	6	All	82.3	84.6	76.9	74.0	FARM	68.2	72.4	70.8	72.7	<p>Subgroups/Grade Levels: All students in Pre-K-6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in mathematics. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Fluctuating test scores of FARMS students will be addressed by implementing the Anchor Achievement After School Program.</p>	<p>School-based person/department responsible for implementation and monitoring: Classroom Teachers Anchor Achievement Program Teachers</p> <p>List specific responsibilities. Classroom teachers will utilize the county Curriculum Framework Progress Guides as a guide in developing the packets.</p> <p>How school system will support the activity: The County will provide Curriculum Framework in a timely manner.</p>	<p align="center">SOR</p>
AMO	2007	2008	2009																												
Target	60.9	66.5%	72.1																												
School	73.6	79.8																													
	3	4	5	6																											
All	82.3	84.6	76.9	74.0																											
FARM	68.2	72.4	70.8	72.7																											

Section III B: Activities for Improved Subgroup Performance

**Extended Learning Opportunities (ELO)
Reading**

Activity #4	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																																																							
<p>Goal: Objective: Strategy: Students will be engaged in an extended learning program that will enhance and strengthen their academic skills. Based on the evidence of need, the program will focus on the following areas of need: Reading.</p> <p>Specific areas of focus will further include: Reading comprehension</p> <p>The teachers will use the material CARS to instruct the ELO students</p> <p>Professional development training for teachers on the ELO curriculum will be provided prior to the implementation of the program.</p> <p>Implementation Timeline: Students will meet with teachers 2 hours 2 times per week.</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, there has been fluctuation of testing scores between various subgroups.</p> <p>Include other supporting data below as appropriate.</p> <p>SRI September Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>25.0%</td> <td>41.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 4 – 21.0%</td> <td></td> <td>44.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 5 – 27.0%</td> <td></td> <td>50.0%</td> <td>24.0%</td> </tr> <tr> <td>Gr. 6 – 31.0%</td> <td></td> <td>42.0%</td> <td>27.0%</td> </tr> </tbody> </table> <p>SRI May Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>17.0%</td> <td>51.0%</td> <td>31.0%</td> </tr> <tr> <td>Gr. 4 – 12.0%</td> <td></td> <td>62.0%</td> <td>26.0%</td> </tr> <tr> <td>Gr. 5 – 17.0%</td> <td></td> <td>57.0%</td> <td>27.0%</td> </tr> <tr> <td>Gr. 6 – 12.0%</td> <td></td> <td>53.0%</td> <td>24.0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85.5</td> <td>87.2</td> <td>90.5</td> <td>76.6</td> </tr> <tr> <td>FARM</td> <td>77.3</td> <td>75.9</td> <td>91.7</td> <td>72.7</td> </tr> </tbody> </table> <p>Scientifically-based research: Learning Teams Understanding by Design (1998) Classroom Instruction that Works (2001) Principals Should Know and Be Able to Do (2001) Council of Great City Schools (2001) Report of the National Reading Panel: Teaching Children to Read – NIFL (2000) Put Reading First: The Research Building Blocks for Teaching Children to Read (2001)</p>		Advance	Proficient	Below	Gr. 3	25.0%	41.0%	34.0%	Gr. 4 – 21.0%		44.0%	34.0%	Gr. 5 – 27.0%		50.0%	24.0%	Gr. 6 – 31.0%		42.0%	27.0%		Advance	Proficient	Below	Gr. 3	17.0%	51.0%	31.0%	Gr. 4 – 12.0%		62.0%	26.0%	Gr. 5 – 17.0%		57.0%	27.0%	Gr. 6 – 12.0%		53.0%	24.0%		3	4	5	6	All	85.5	87.2	90.5	76.6	FARM	77.3	75.9	91.7	72.7	<p>Subgroups/Grade Levels: All students in Grades 3-6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading and mathematics. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> Steps will be taken to address students' inability to connect prior knowledge to new situations. Teachers will be encouraged to attend Professional Development workshops to enhance abilities to tap into and expand students' prior knowledge 	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities.</p> <p>Anchor Achievement Program Teachers Program Coordinator</p> <p>How school system will support the activity:</p> <p>Activity Buses to take students home after the program.</p>	<p align="center">First Baptist Church of Glenarden</p>
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Section III B: Activities for Improved Subgroup Performance

**Extended Learning Opportunities (ELO)
Mathematics**

Activity #5	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																											
<p>Goal: 5 Objective: Strategy:</p> <p>Implement an Extended Learning Opportunity program in mathematics in preparation for the MSA. Student will be selected using the Benchmark and MSA Data.</p> <p>Implementation Timeline: Students will meet with teachers 2 hours 2 times per week.</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, there has been fluctuation of testing scores between various subgroups.</p> <p>Include other supporting data below as appropriate.</p> <table border="1" data-bbox="516 605 888 686"> <thead> <tr> <th>AMO</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>60.9</td> <td>66.5%</td> <td>72.1</td> </tr> <tr> <td>School</td> <td>73.6</td> <td>79.8</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="489 711 915 800"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>82.3</td> <td>84.6</td> <td>76.9</td> <td>74.0</td> </tr> <tr> <td>FARM</td> <td>68.2</td> <td>72.4</td> <td>70.8</td> <td>72.7</td> </tr> </tbody> </table> <p>Scientifically-based research: Scotts Foresman Glencoe</p>	AMO	2007	2008	2009	Target	60.9	66.5%	72.1	School	73.6	79.8			3	4	5	6	All	82.3	84.6	76.9	74.0	FARM	68.2	72.4	70.8	72.7	<p>Subgroups/Grade Levels: All Students in Grades 3-6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading and mathematics. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Fluctuating test scores of FARMS students will be addressed by implementing the Anchor Achievement After School Program.</p>	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities.</p> <p>Anchor Achievement Program Teachers Program Coordinator</p> <p>How school system will support the activity:</p> <p>Activity Buses to take students home after the program.</p>	<p align="center">First Baptist Church of Glenarden</p>
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Section III B: Activities for Improved Subgroup Performance

Strategies to Attract (and Retain) Highly Qualified Teachers

Activity #6	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: Objective: Strategy:</p> <p>Recruit, hire, train and assign well-qualified staff for teaching and paraprofessional positions through an aggressive outreach program.</p> <p>New and inexperienced teachers will participate in a Job-A-like mentoring program that will foster more growth and support for new teachers. Participation in the mentor/coach program will assist with pacing problems, behavior management, and faculty support.</p> <p>Implementation Timeline: Aug 2009-June 2010</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that novice teachers benefit from the instructional and classroom management advice from experienced teachers</p> <p>Include other supporting data below as appropriate. 86% Highly Qualified Staff for 2008-2009</p> <p>Scientifically-based research: ASCD May 199, Vol. 56, #8 <i>Supporting New Teachers</i> p.85.</p>	<p>Subgroups/Grade Levels: Grades Pre-k - 6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading and mathematics. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Time for mentors to meet with novice teachers. Time for observation by the mentor. Time for the novice teacher to observe.</p>	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities.</p> <p>Principal & Assistant Principal</p> <p>How school system will support the activity:</p> <p>Stipends for the Job-Alike mentors</p>	<p>SOR</p>

Section III B: Activities for Improved Subgroup Performance

Attendance

Activity #7	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source								
<p>Goal: Objective: Strategy:</p> <p>Implement a school-wide attendance plan that is in accordance with the PGCPs attendance policy and Maryland State Law.</p> <ol style="list-style-type: none"> 1. Phone calls will be made to the parents of identified students 2. Students with severe case of tardiness and absences will be referred to SIT 3. Weekly meetings will be scheduled for students with severe cases of tardiness or absences 4. PPW will be asked to make home visits in extreme cases. 5. Classes with perfect attendance will be celebrated <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that attendance AYP was met; however, attendance plays a critical role in maximizing student achievement.</p> <p>School attendance data supporting action: Attendance Data</p> <table border="1" data-bbox="485 618 919 756"> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>94.9</td> </tr> <tr> <td>2008</td> <td>96.4</td> </tr> <tr> <td>2009</td> <td>92.2</td> </tr> </tbody> </table> <p>Scientifically-based research: <i>(2000) Parents and teachers working together to support third grade achievement. Los Angeles: Annenberg Metropolitan Project.</i></p>	Year	Percent	2007	94.9	2008	96.4	2009	92.2	<p>Subgroups/Grade Levels: All Grades Pre-k - 6</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in attendance. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results: Increased tardiness and absenteeism</p>	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities. Principal Assistant Principal Registrar Guidance Counselor Parent Liaison</p> <p>How school system will support the activity: Pupil Personnel Worker</p>	
Year	Percent											
2007	94.9											
2008	96.4											
2009	92.2											

Section III B: Activities for Improved Subgroup Performance

Strategies to Increase Parental Involvement

Activity #8	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																														
<p>Goal: Objective: Strategy:</p> <p>Enhance parent, family, and community involvement to support improved student achievement through a variety of opportunities for parents and community members to participate in school functions and programs. The school will continue to increase participation by inviting parents and community members to the school for PTA Meetings, COMER School Development, Math and Reading MSA Nights, Back to School Night, Science Night, Literary Parade Day, Men's Day, and Bring a Parent to School Day during American Education Week. In addition, the school will ensure parents receive ongoing communication on various topics by utilizing the monthly school newsletters, and weekly and quarterly progress reports.</p> <p>Implementation Timeline:</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that parental support, participation, and involvement in school increases students' achievement.</p> <p>School data supporting action:</p> <table border="1" data-bbox="506 578 863 1166"> <thead> <tr> <th align="center" colspan="2">Parent Participation Information</th> </tr> <tr> <th align="center"># of Participants</th> <th align="center">Activity:</th> </tr> </thead> <tbody> <tr><td align="center">300</td><td>Back to School Night</td></tr> <tr><td align="center">130</td><td>Chick fil A Night</td></tr> <tr><td align="center">140</td><td>Barnes and Nobles</td></tr> <tr><td align="center">200</td><td>Instrumental Concert</td></tr> <tr><td align="center">439</td><td>1st Day of School</td></tr> <tr><td align="center">75</td><td>Field Day</td></tr> <tr><td align="center">25</td><td>PTA meetings</td></tr> <tr><td align="center">150</td><td>Grandparents Day</td></tr> <tr><td align="center">500</td><td>Cookies and Cocoa Concert</td></tr> <tr><td align="center">125</td><td>Gorgeous Prince George's Day</td></tr> <tr><td align="center">225</td><td>Mother and Daughter Tea</td></tr> <tr><td align="center">50</td><td>Men Make a Difference Day</td></tr> <tr><td align="center">200</td><td>Literary Parade</td></tr> </tbody> </table> <p>Scientifically-based research: Mary Daniels Brown Education World® Copyright © 2009 Education World Originally published 10/03/2000 Last updated 04/25/2009</p>	Parent Participation Information		# of Participants	Activity:	300	Back to School Night	130	Chick fil A Night	140	Barnes and Nobles	200	Instrumental Concert	439	1 st Day of School	75	Field Day	25	PTA meetings	150	Grandparents Day	500	Cookies and Cocoa Concert	125	Gorgeous Prince George's Day	225	Mother and Daughter Tea	50	Men Make a Difference Day	200	Literary Parade	<p>Subgroups/Grade Levels: Grades Pre-K-6</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading and mathematics. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> Budget for Mother and Daughter Tea Lack of funding to provide additional workshops to adequately train parents to assist students at home. Accurate attendance data (Parents signing attendance log at events) 	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities. Principal, Georgette Gregory</p> <p>Assistant Principal, Taryn Savoy</p> <p>P-Team</p> <p>How school system will support the activity: Provide additional funding to enhance parental involvement</p>	<p align="center">P-Team Fundraiser</p>
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Section IV A: Management System

December	15	May	18
		June	15

5. The SPMT will review, complete, and upload the quarterly monitoring tool to the School Improvement e-org Blackboard site on the following dates.

1st Quarter: October 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

6. List the methods for sharing internal information with all stakeholders.

- a. Newsletter
- b. Letters
- c. flyers
- d. Email
- e. Phone Calls
- f. PTA
- g. Conference

7. List the means by which parents and community members will receive information discussed at SPMT meetings.

- a. Newsletter
- b. Flyers
- c. PTA
- d. Phone Calls
- e. Conference

8. List the procedures the principal and SPMT will use to ensure that all assessed content standards are taught prior to schedule state exams.

- a. Walk throughs
- b. Collaborative Planning Meetings
- c. Data Utilization Meetings
- d. Classroom Observations
- e. Daily Grade Level Planning Meetings

9. Identify the title or position of the person responsible for maintaining the school's accountability portfolios: . . .

10. Discuss measures the school will take to include teachers in decisions regarding the analysis and use of academic assessments.

Section IV B: Quarterly Monitoring Tool

School Name:	ARDMORE ELEMENTARY	Quarter	1	Zone	2
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Activity from Section IIIB (brief summary)	Level of Implementation	Evidence	Outcomes																																																																						
<p>Activity # 2</p> <p>Classroom teachers analyze student data from FAST assessments, HM theme tests, and K/1 data forms to identify intervention groups. The VSC Toolkit is utilized to develop individualized instructional adjustment sheets to assist students who have scored Basic on assessments.</p> <p>Implementation Date: September 2009- June 2010</p>	<p><input type="checkbox"/> Pre-Initiation The activity has yet to be implemented or is in the preparation stage.</p> <p><input type="checkbox"/> Initiation The activity is newly implemented (less than one year) and the level of implementation is inconsistent.</p> <p><input type="checkbox"/> Evolving The activity is being implemented school wide, the level of implementation is consistent, and quality is improving.</p> <p><input type="checkbox"/> Sustaining The activity is fully integrated, is of high quality, and has become part of the culture of the school.</p>	<p>What data was used to determine the level of implementation?</p> <p>January 2009 SRI Data May 2009 SRI Data October 2009 FAST Data October K/1 Assessment Data</p> <p>Briefly summarize the results of all data sources.</p> <p>SRI September Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>25.0%</td> <td>41.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 4</td> <td>21.0%</td> <td>44.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 5</td> <td>27.0%</td> <td>50.0%</td> <td>24.0%</td> </tr> <tr> <td>Gr. 6</td> <td>31.0%</td> <td>42.0%</td> <td>27.0%</td> </tr> </tbody> </table> <p>SRI May Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>17.0%</td> <td>51.0%</td> <td>31.0%</td> </tr> <tr> <td>Gr. 4</td> <td>12.0%</td> <td>62.0%</td> <td>26.0%</td> </tr> <tr> <td>Gr. 5</td> <td>17.0%</td> <td>57.0%</td> <td>27.0%</td> </tr> <tr> <td>Gr. 6</td> <td>12.0%</td> <td>53.0%</td> <td>24.0%</td> </tr> </tbody> </table> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>81.9</td> <td>83.6</td> <td>85.4</td> <td>78.3</td> </tr> <tr> <td>FARM</td> <td>83.3</td> <td>80.0</td> <td>75.9</td> <td>79.2</td> </tr> </tbody> </table> <p>Math</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>88.9</td> <td>91.8</td> <td>69.5</td> <td>73.9</td> </tr> <tr> <td>FARM</td> <td>86.1</td> <td>85.0</td> <td>62.1</td> <td>75.0</td> </tr> </tbody> </table>		Advance	Proficient	Below	Gr. 3	25.0%	41.0%	34.0%	Gr. 4	21.0%	44.0%	34.0%	Gr. 5	27.0%	50.0%	24.0%	Gr. 6	31.0%	42.0%	27.0%		Advance	Proficient	Below	Gr. 3	17.0%	51.0%	31.0%	Gr. 4	12.0%	62.0%	26.0%	Gr. 5	17.0%	57.0%	27.0%	Gr. 6	12.0%	53.0%	24.0%		3	4	5	6	All	81.9	83.6	85.4	78.3	FARM	83.3	80.0	75.9	79.2		3	4	5	6	All	88.9	91.8	69.5	73.9	FARM	86.1	85.0	62.1	75.0	<p>Successes:</p> <ul style="list-style-type: none"> -Students continue to make strides in reaching proficiency on assigned tasks. -Teachers are provided with an opportunity for detailed analysis of student assessment data, and collaboratively planning for academic interventions. <p>Challenges:</p> <ul style="list-style-type: none"> -Scheduling conflicts, obtaining substitute coverage -Delivery of student portfolios -Retrieving FAST #1 data from Edusoft to be used during initial collaborative planning session <p>Lessons Learned / Next Steps:</p> <ul style="list-style-type: none"> -Principal will order student portfolios -Staff development during monthly grade-level collaborative planning sessions focusing on the use of Edusoft and Performance Matters -Teachers will retrieve FAST #1 data from Edusoft to identify students' areas of weakness <p>Committee/Person(s) responsible for implementing next steps:</p> <ul style="list-style-type: none"> -Principal -Assistant Principal
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Section IV B: Quarterly Monitoring Tool

School Name:	ARDMORE ELEMENTARY	Quarter	1	Zone	2
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Activity from Section IIIB (brief summary)	Level of Implementation	Evidence	Outcomes																														
<p>Activity # 3</p> <p>MSA math preparation packets, hands-on BCR and ECR activities, and small group instruction is utilized to promote proficiency.</p> <p>Data is compiled in the form of spreadsheets for teachers to analyze student performance.</p> <p>Implementation Date: September 2009 – June 2010</p>	<p><input type="checkbox"/> Pre-Initiation The activity has yet to be implemented or is in the preparation stage.</p> <p><input type="checkbox"/> Initiation The activity is newly implemented (less than one year) and the level of implementation is inconsistent.</p> <p><input type="checkbox"/> Evolving The activity is being implemented school wide, the level of implementation is consistent, and quality is improving.</p> <p><input type="checkbox"/> Sustaining The activity is fully integrated, is of high quality, and has become part of the culture of the school.</p>	<p>What data was used to determine the level of implementation?</p> <p>MSA 2007, 2008, and 2009 Math Data</p> <p>Briefly summarize the results of all data sources.</p> <p>Reading</p> <table border="1"> <tr> <td></td> <td align="center">3</td> <td align="center">4</td> <td align="center">5</td> <td align="center">6</td> </tr> <tr> <td>All</td> <td align="center">81.9</td> <td align="center">83.6</td> <td align="center">85.4</td> <td align="center">78.3</td> </tr> <tr> <td>FARM</td> <td align="center">83.3</td> <td align="center">80.0</td> <td align="center">75.9</td> <td align="center">79.2</td> </tr> </table> <p>Math</p> <table border="1"> <tr> <td></td> <td align="center">3</td> <td align="center">4</td> <td align="center">5</td> <td align="center">6</td> </tr> <tr> <td>All</td> <td align="center">88.9</td> <td align="center">91.8</td> <td align="center">69.5</td> <td align="center">73.9</td> </tr> <tr> <td>FARM</td> <td align="center">86.1</td> <td align="center">85.0</td> <td align="center">62.1</td> <td align="center">75.0</td> </tr> </table>		3	4	5	6	All	81.9	83.6	85.4	78.3	FARM	83.3	80.0	75.9	79.2		3	4	5	6	All	88.9	91.8	69.5	73.9	FARM	86.1	85.0	62.1	75.0	<p>Successes:</p> <ul style="list-style-type: none"> -Students are informed of specific instructional areas of need. -Students continue to make strides towards proficiency on assigned tasks. <p>Challenges:</p> <ul style="list-style-type: none"> -Insufficient staffing to meet the needs of the SPED population -Large Kindergarten classes, insufficient staffing to provide additional support for Early Childhood Staff -Retrieving FAST #1 data from Edusoft <p>Lessons Learned / Next Steps:</p> <ul style="list-style-type: none"> -Teachers will continue to analyze student data quarterly in order to make necessary adjustments to instruction. -Student portfolios will be used to document students' progress toward achieving specific goals. -Two additional SPED resource teachers were added to the staff in October. <p>Committee/Person(s) responsible for implementing next steps: Principal Assistant Principal</p>
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Section IV B: Quarterly Monitoring Tool

School Name:	ARDMORE ELEMENTARY	Quarter	1	Zone	2
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Activity from Section IIIB (brief summary)	Level of Implementation	Evidence	Outcomes																																																																						
<p>Activity # 4</p> <p>Sixth grade special education students will participate in an extended learning program twice each week, for two hours, in order to enhance their academic skills.</p> <p>Implementation Date: September 22, 2009 – June</p> <p>Sixth and fifth grades special education students, low proficient and, basic students will participate in an extended learning writing program twice each week, for two hours, in order to enhance their academic skills.</p> <p>Implementation Date: December 2, 2009 – June</p> <p>Fifth grade special education students, basic, and, low proficient students will participate in an extended learning science program twice each week, for two hours, in order to enhance their academic skills.</p> <p>Implementation Date: December 2, 2009 – June</p>	<p><input type="checkbox"/> Pre-Initiation The activity has yet to be implemented or is in the preparation stage.</p> <p><input type="checkbox"/> Initiation The activity is newly implemented (less than one year) and the level of implementation is inconsistent.</p> <p><input type="checkbox"/> Evolving The activity is being implemented school wide, the level of implementation is consistent, and quality is improving.</p> <p><input type="checkbox"/> Sustaining The activity is fully integrated, is of high quality, and has become part of the culture of the school.</p>	<p>What data was used to determine the level of implementation? January 2009 SRI Data May 2009 SRI Data MSA Math 2007, 2008, 2009 Data</p> <p>Briefly summarize the results of all data sources. SRI September Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>25.0%</td> <td>41.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 4 –</td> <td>21.0%</td> <td>44.0%</td> <td>34.0%</td> </tr> <tr> <td>Gr. 5 –</td> <td>27.0%</td> <td>50.0%</td> <td>24.0%</td> </tr> <tr> <td>Gr. 6 –</td> <td>31.0%</td> <td>42.0%</td> <td>27.0%</td> </tr> </tbody> </table> <p>SRI May Data 2009</p> <table border="1"> <thead> <tr> <th></th> <th>Advance</th> <th>Proficient</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>17.0%</td> <td>51.0%</td> <td>31.0%</td> </tr> <tr> <td>Gr. 4 –</td> <td>12.0%</td> <td>62.0%</td> <td>26.0%</td> </tr> <tr> <td>Gr. 5 –</td> <td>17.0%</td> <td>57.0%</td> <td>27.0%</td> </tr> <tr> <td>Gr. 6 –</td> <td>12.0%</td> <td>53.0%</td> <td>24.0%</td> </tr> </tbody> </table> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>81.9</td> <td>83.6</td> <td>85.4</td> <td>78.3</td> </tr> <tr> <td>FARM</td> <td>83.3</td> <td>80.0</td> <td>75.9</td> <td>79.2</td> </tr> </tbody> </table> <p>Math</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>88.9</td> <td>91.8</td> <td>69.5</td> <td>73.9</td> </tr> <tr> <td>FARM</td> <td>86.1</td> <td>85.0</td> <td>62.1</td> <td>75.0</td> </tr> </tbody> </table>		Advance	Proficient	Below	Gr. 3	25.0%	41.0%	34.0%	Gr. 4 –	21.0%	44.0%	34.0%	Gr. 5 –	27.0%	50.0%	24.0%	Gr. 6 –	31.0%	42.0%	27.0%		Advance	Proficient	Below	Gr. 3	17.0%	51.0%	31.0%	Gr. 4 –	12.0%	62.0%	26.0%	Gr. 5 –	17.0%	57.0%	27.0%	Gr. 6 –	12.0%	53.0%	24.0%		3	4	5	6	All	81.9	83.6	85.4	78.3	FARM	83.3	80.0	75.9	79.2		3	4	5	6	All	88.9	91.8	69.5	73.9	FARM	86.1	85.0	62.1	75.0	<p>Successes: -6th grade SPED students receive small group instruction via an after-school tutorial program on a weekly basis</p> <p>Challenges: -Lack of funding from PGCPs to provide staffing to serve more students. -Lack of transportation provided by PGCPs to ensure students' participation -Lack of appropriate Smart Boards -Principal's work schedule</p> <p>Lessons Learned / Next Steps: -ELO Program will serve student group experiencing the most difficulty (6th grade SPED) -Funding for staffing was provided by First Baptist Church of Glenarden</p> <p>Committee/Person(s) responsible for implementing next steps: -Special Education Resource Staff</p>
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Section IV B: Quarterly Monitoring Tool

School Name:	ARDMORE ELEMENTARY	Quarter	1	Zone	2
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Activity from Section IIIB (brief summary)	Level of Implementation	Evidence	Outcomes																												
<p>Activity # 8</p> <p>Numerous activities have been planned in an effort to increase parental involvement including, but not limited to, PTA meetings, Comer Retreat, MSA Math and Reading Night, Literary Parade, Men's Day, Grandparent's Day, Cookies and Cocoa Concert.</p> <p>Implementation Date: September 2009 – June 2010</p>	<p><input type="checkbox"/> Pre-Initiation The activity has yet to be implemented or is in the preparation stage.</p> <p><input type="checkbox"/> Initiation The activity is newly implemented (less than one year) and the level of implementation is inconsistent.</p> <p><input type="checkbox"/> Evolving The activity is being implemented school wide, the level of implementation is consistent, and quality is improving.</p> <p><input type="checkbox"/> Sustaining The activity is fully integrated, is of high quality, and has become part of the culture of the school.</p>	<p>What data was used to determine the level of implementation?</p> <p>Activity sign-in sheets and the school visitor log are analyzed to assess the level of parental involvement.</p> <p>Briefly summarize the results of all data sources.</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"># of Participants</th> <th style="text-align: center;">Activity:</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">300</td><td>Back to School Night</td></tr> <tr><td style="text-align: center;">130</td><td>Chick fil A Night</td></tr> <tr><td style="text-align: center;">140</td><td>Barnes and Nobles</td></tr> <tr><td style="text-align: center;">200</td><td>Instrumental Concert</td></tr> <tr><td style="text-align: center;">439</td><td>1st Day of School</td></tr> <tr><td style="text-align: center;">75</td><td>Field Day</td></tr> <tr><td style="text-align: center;">25</td><td>PTA meetings</td></tr> <tr><td style="text-align: center;">150</td><td>Grandparents Day</td></tr> <tr><td style="text-align: center;">500</td><td>Cookies and Cocoa Concert</td></tr> <tr><td style="text-align: center;">125</td><td>Gorgeous Prince George's Day</td></tr> <tr><td style="text-align: center;">225</td><td>Mother and Daughter Tea</td></tr> <tr><td style="text-align: center;">50</td><td>Men Make a Difference Day</td></tr> <tr><td style="text-align: center;">200</td><td>Literary Parade</td></tr> </tbody> </table>	# of Participants	Activity:	300	Back to School Night	130	Chick fil A Night	140	Barnes and Nobles	200	Instrumental Concert	439	1 st Day of School	75	Field Day	25	PTA meetings	150	Grandparents Day	500	Cookies and Cocoa Concert	125	Gorgeous Prince George's Day	225	Mother and Daughter Tea	50	Men Make a Difference Day	200	Literary Parade	<p>Successes: Consistently high percentage of parents present for school events.</p> <p>Challenges: -No Parent Liaison -Communication with parents</p> <p>Lessons Learned / Next Steps: -Activities will continue as noted. -School Communication System will be utilized to notify parents of upcoming events. -Marquee will be updated frequently to advertise upcoming activities</p> <p>Committee/Person(s) responsible for implementing next steps: -Principal -Assistant Principal -SPMT</p>
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Activity from Section IIIB (brief summary)	Level of Implementation	Evidence	Outcomes

Section IV B: Quarterly Monitoring Tool

School Name:	ARDMORE ELEMENTARY	Quarter	1	Zone	2
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<p>Activity # 6</p> <p>New and inexperienced teacher participate in a Job-A-Like mentoring program to assist with pacing problems, behavior management, and faculty support.</p> <p>Implementation Date: September 2009 – June 2010</p>	<p><input type="checkbox"/> Pre-Initiation The activity has yet to be implemented or is in the preparation stage.</p> <p><input type="checkbox"/> Initiation The activity is newly implemented (less than one year) and the level of implementation is inconsistent.</p> <p><input type="checkbox"/> Evolving The activity is being implemented school wide, the level of implementation is consistent, and quality is improving.</p> <p><input type="checkbox"/> Sustaining The activity is fully integrated, is of high quality, and has become part of the culture of the school.</p>	<p>What data was used to determine the level of implementation?</p> <p>% Of Highly Qualified Staff</p> <p>Briefly summarize the results of all data sources. Percent of Highly Qualified Staff – 86%</p>	<p>Successes: -1st and 2nd year teachers are provided with support and opportunities for collaboration. -Staff development in the form of data analysis and Principles of Learning has been provided.</p> <p>Challenges: N/A</p> <p>Lessons Learned / Next Steps: -Compensatory Emoluments have been assigned to provide compensation for Job-Alike mentors.</p> <p>Committee/Person(s) responsible for implementing next steps: Principal</p>
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Section VI. FY 2010 Budget Plan Worksheet

Goal 3: All employees will be highly qualified, highly skilled, and effective

Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience
Goals 1,2 and 3	Improving Reading for Early Learners Specific topics covered: <ul style="list-style-type: none"> • DRA Administration • Guided Reading • Shared Reading Targeted subgroups: All ESEA students in primary grades	Aug 21, 2009-June 15, 2010	Collaborative Planning Meetings	Reading Specialist	Teachers in grades K-2
Goals 1, 2 and 3	Using Differentiation to Improve Reading & Mathematics Instruction Specific topics covered: <ul style="list-style-type: none"> • Learning Walks • PBIS • Emergency/ Crisis Intervention Training • Smart Boards / Poster Board Maker • IFL • LCD projectors/SchoolMax • Differentiating Instruction • Handwriting Without Tears • Neuro-Psychology • Individual Portfolios in Reading, Math, and Science (Fifth Grade) • Developing rigor in learning centers • Interpretation of data/ developing instructional strategies • Cold Laminator • Study Island • Skill based math games • Reading Centers Targeted subgroup(s):	August – September 2009		Georgette Gregory, Principal Taryn Savoy, Assistant Principal IT Specialist Reading Specialist Lead-Teacher Learning Walk Team Teachers in grades Pre-K-6	Teachers in grades Pre-K-6
Goals 1, 2, and 3	Training Teachers on ELO Curriculum Specific topics covered: <ul style="list-style-type: none"> • MSA Preparation (Math/Reading) • Reading Strategies • Science MSA Preparation (5th grade) Targeted subgroup(s): Grades 3-6 Special Education	Aug 2009-June 2010	Data Utilization	Georgette Gregory, Principal Taryn Savoy, Assistant Principal	Teachers in ELO Program
Goal 1, 2, and 3	Mentoring/Coaching for Non-tenured Teachers Specific topics covered: <ul style="list-style-type: none"> • Use of CFPG • Organization • Classroom Management Targeted subgroup(s):	Aug 2009-June 2010	Job-Alike mentoring survey	Georgette Gregory, Principal Taryn Savoy, Assistant Principal	Novice teachers

Section VI. FY 2010 Budget Plan Worksheet

Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience
Goal 1, 2, and 3	Training to ensure all teachers and paraprofessionals are highly qualified Specific topics covered: <ul style="list-style-type: none"> • Elementary Reading Workshop • Classroom Management Training • Elementary Math Workshop • Job-A-Like Mentor • Learning Walks Targeted subgroup(s): All ESEA subgroups	Aug 2009-June 2010	Formal and Informal Observations	Georgette Gregory, Principal Taryn Savoy, Assistant Principal	Teachers in Grades Pre-k-6

Section VII. School Improvement Team Signature Roster

The name and title of each member of the SIT should be typed, and then signed and dated on the signature sheet.

Plan Submittal Sheet for School Improvement Plan Update for 2009 - 2010

School/Number: Ardmore Elementary School - 20108

Date of Submittal: November 2009 Telephone Number: 301-925-1311

We, the undersigned members of the School Improvement Team, have reviewed and approved the attached Annual Update.

<u>Name</u>	<u>Title</u>	<u>Signature</u>	<u>Date</u>
<u>Mrs. Jackson</u>	<u>School Counselor</u>	_____	_____
<u>Mrs. Savoy</u>	<u>School Nurse</u>	_____	_____
<u>Mrs. Stevenson</u>	<u>Cafeteria Manager</u>	_____	_____
<u>Mrs. Herring</u>	<u>School Planning and Management Team Chairperson</u>	_____	_____
<u>Ms. Sandra Collins</u>	<u>COMER Specialist</u>	_____	_____
<u>Mrs. Fletcher</u>	<u>Building Lead Manager</u>	_____	_____
<u>Mrs. Animasuan</u>	<u>Music Specialist</u>	_____	_____
<u>Mrs. Michelle Johnson</u>	<u>Reading Specialist</u>	_____	_____
<u>Ms. Abejero</u>	<u>Media Specialist</u>	_____	_____
<u>Mrs. Cox</u>	<u>Office Staff</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Plan approved by Zone Director: _____
Name (print)
Signature
Date