

Woodmore Elementary School
Executive Summary
2008-2009

A. School Overview

Woodmore Elementary School is a comprehensive school of approximately 512 students from Pre Kindergarten through Sixth grade. The school building was built in 1964 with a small additional wing added in 1995. Our school instructional program is designed to provide our students with quality instruction in all the content areas, including Reading, Math, Science and Social Studies. Woodmore has designed a master schedule to meet the required instructional minutes and collaborative planning blocks as aligned by the county.

The vision of Woodmore Elementary School is to provide a diverse school community with excellent instructional programs and nurturing support in a safe and orderly environment. Through a positive learning environment, the staff, parents, and community challenge students to be life long learners. Our school provides a rigorous instructional program that will bring success to all students. Our students will be prepared for the challenges of high school, college, and/or vocational school. We believe it is the responsibility of the staff, students and parents to make academic success a reality.

Intermediate students receive intense Reading, Science, Social Studies and Math instruction through departmentalization. Students at Woodmore also receive instruction in the Fine Arts including Music, Art and Physical Education. All students are grouped according to ability level for Reading and skill level for Math instruction as aligned in the curriculum framework guides. This occurs for all grades kindergarten through sixth grade.

The staff is represented by various racial groups including African American, White and Asian. The majority of the instructional staff is tenured with up to 34 years experience, currently only 4 teachers are non-tenured with one teacher who is new this year, but all are considered highly qualified. Our student population is 86% African American, 7% Asian/Island Pacific, 5% Hispanic, and 2% White. Woodmore has a 34% FARMS subgroup and 7% Special Education subgroup. Woodmore Elementary School is not a school in improvement or under local attention.

B. Major initiatives and Schoolwide Reform Strategies for Targeted Subgroups

Woodmore Elementary will continue to address the identified needs of our Special Education population, FARMS, ELL and all other subgroups. Thirty -nine students are identified with Special Education needs as aligned by an IEP. All special educators and general educators expose students to on grade level materials with an emphasis on vocabulary. All students receive reading and math support through small group rigorous instruction. Students with IEP's receive additional small group instructional time with a special educator to meet the requirements of their IEP.

Woodmore implements the use of Scholastic News as a reading resource to provide MSA length reading selections and grade level appropriate text in order to build their reading stamina. Students are also required to read nightly and reflectively respond to their reading in a nightly journal or log. This allows the students the opportunity to interact with their reading selections and further develop their reading strategies. Students are also asked to practice their math facts nightly in order to continually build their speed and understanding of math concepts. We ask parents to support these initiatives nightly in order for them to understand what the students are required to do to be successful at each grade level. Weekly BCR writing and problem solving will be key this year as students apply their understanding of learned skills. Students will be given pre and post tests to assure correct small group placement in math and to monitor skills.

Teachers at all grade levels will participate in bi-weekly collaborative planning for one hour. These planning sessions will focus on the review of student work using the Tuning Protocol, as well as on going assessment data review to facilitate necessary group movement for instructional planning purposes and the incorporation of Learning Walks.

Woodmore is one school that is participating in a grant written by the Special Education Department in partnership with Johns Hopkins University. The ten staff members who were trained in the Boundless

Learning strategies will continue with their professional development and the incorporation of these strategies into daily classroom instruction. One classroom in grade 4 and one classroom in grade 5 will fully implement these co-teaching strategies. This program supports all learners with needs as identified through an IEP.

Woodmore now has fourteen students who qualify as LEP. This year students returned to Woodmore, their boundary school, whereas previously they attended an ESOL school. Students will be fully supported with the implementation of ELL plans to meet their academic levels as well as ongoing instructional support from both the general education teacher and the ESOL teacher.

C. Parental Involvement

Woodmore Elementary school has an active and involved PTA. The PTA had 149 members last year and currently the membership is increasing with a starting membership of 153. Currently the PTA president is a member of the Woodmore School Improvement team. The PTA has worked closely with the school administrators to plan meaningful PTA meeting topics with an instructional focus and county resources to support these meetings. Currently, Woodmore has formed a business partnership with Northrop Grumman Corporation to facilitate a robotics club for our students.

D. Safe and Orderly Environment

Woodmore will continue the programs already in place that contribute to a positive, safe and orderly environment. Programs that are effective in motivating the students are the daily recitation of our Pledge of Respect, the Class Attendance Awards, Good Citizenship Award, recognition of Student of the Month, Positive Paw Print and Caught You Being Good cards. These awards recognize students on an individual basis as well as a class. Woodmore developed and has implemented the use of an In-House Referral to address inappropriate behaviors, work habits, classwork and homework concerns as well as attendance and tardies. This form allows teachers the opportunity to communicate with parents and seek support prior to a behavior escalating to a Discipline Referral(PS74). The implementation of the Second Step program as well as peer mediation has also provided students with strategies to respond appropriately to issues and situations that might arise during the school day. These programs have provided a more positive climate that supports meaningful teaching and learning. Attendance is monitored very closely; trends and patterns are quickly determined and the P Team schedules parent conferences to address the issues.

E. Strategies to Attract (and Retain) Highly Qualified Teachers

Woodmore Elementary is a school with minimal teacher turn over. Teacher vacancy, if any, is due to voluntary teacher transfer or retirement. This year Woodmore has one new teacher to Prince George's County Public Schools. Woodmore implements the use of the job- alike mentor position to support new teachers. This program is implemented in order to offer support in the areas of classroom management, scheduling, time management, planning, and parent relations. The instructional teams at Woodmore are well organized and structured, and new teachers are supported through collegial planning.

F. Plans for Assisting Children in Transition (Title I schools only)

G. Measures to Include Teachers in Decisions Regarding the Analysis and Use of Academic Assessments (Title I schools only)

H. **Coordination and Integration of Federal, State, and local services and programs (Title I schools only)**