

## ***Section II: Executive Summary***

### **Introduction**

Prince George's County's Ardmore Elementary School is a Comprehensive School located in Springdale, Maryland. Ardmore Elementary is identified with a culture of high expectations and upwardly spiraling scores. The Ardmore School community embraces teaching and learning for all students in an engaging and inclusive school environment. Teaching and learning are our priorities and student achievement and high parental involvement is our tradition. Ardmore's schema is self-contained classrooms in grades K-4, with math departmentalization in grade four. Students in grades five and six are departmentalized with individual teachers teaching RLA to their particular homeroom students. In compliance with the Voluntary State Curriculum (VSC) and reflected in our Master Schedule, Kindergarten and first grades receive 150 minutes of Reading Language Arts. Second through fifth grade students receive 120 minutes and sixth grade students receive ninety minutes of Reading Language Arts. The Math block is 75 minutes school-wide. Ardmore Elementary has won numerous Grand Prize placement awards in Write-A-Book, County Science Fair Competition, Washington Post Essay Writing Contests, Chorus and Instrumental Music.

### **School Demographics**

The school's population for school year 2004-2005 is 525 students in grades K-6. Inclusive in that student count is a self-contained primary and an intermediate special education classroom. In addition, our demographics are 97% African American, .01% Indian, .01% Hispanic, and .02% Asian American. The staff at Ardmore reflects the diversity of its population. Over 80% of the teachers have more than twenty years experience and hold advance certificates. Only one percent of the teaching staff is non-certificated. Its seasoned staff has high expectations for student achievement, promotes across grade level, multilevel academic interventions, and remains committed to the welfare and safety of its students. The Ardmore Community embraces teaching and learning for all students in an engaging and inclusive school climate and supports the creed of the school, "Ardmore: Invigorating the Educational Spirit."

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 Executive Board meets monthly, and sponsors at least four school-wide PTA meetings annually. Further, they sponsor Variety Nights at Ardmore in conjunction with the four PTA meetings. This school year they will add RLA tutorial sessions to their long list of duties. PTA Executive Board members are active in SPMT, offering valued support to teachers and students alike.

### **Major Initiatives**

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 new reading and math programs for the county. Effective use of word walls, vocabulary development, and instructional prescriptives for individual students across grade levels will aid in driving instruction. The Standards of Writing Document effectively constructs BCRs and ECRs and will support RLA and math instruction. One after school program will benefit FARM students and will be taught by PTA and community volunteers. Another after school program will target students in grades two through six who read below grade level. Volunteer teachers, focusing on Phonemic Awareness will meet with students once a week and will include FARM students.

### **Safe and Orderly Environment**

The PGCPD Code of Student Conduct represents Ardmore's School-Wide Discipline Program based on positive reinforcement. In addition, we recognize appropriate behavior through numerous Anchor Incentives. In order to ensure a safe and orderly environment in a school climate supportive of teaching and learning, inclusive of reducing the 2003-2004 suspension and PS74 rates, Ardmore will continue Peer Mediation. Peer Mediators will be trained to lessen student squabbling and discord by the Region II Peer Mediating facilitator, as well as the Guidance Counselor. Peer Mediators will be selected from the ranks of G.O.L.D. and Honor Society Students and

augmented by teacher and counselor appointees. Further, the *Ardmore Anchors Code of Student Conduct* is a School Wide Discipline Program. Students learn and practice uniformed rules for hallways, cafeteria, playground, and bus embarkation and disembarkation. Students are rewarded for positive behavior with praise, Ardmore Anchors, Homework Passes, and other tangible and intangible reward systems. All grade levels will be separately in-serviced by the principal on the Code of Student Conduct in fifth and sixth grades and the counselor in K through four.

Ardmore passed all of MSA and met AYP for that particular year. However, as evidenced by the 2002-2003 MSA data, FARMS and Special Education subgroups reflected a large disparity in scores to Non FARMS and regular education groups respectively. As a corrective measure to decrease the student performance disparity, third and fifth grade below grade level free and reduced meal students (FARMS), as of the November SRI data report will participate in an after school program entitled, "Phonemic Awareness: Reading Strategies and Activities." This program will be instructed by the school psychologist, principal, and guidance counselor. Students will learn reading strategies and best practices for increasing phonemic awareness in one hour sessions every Wednesday after school through February 29, 2005. Other students of the general school population identified as below grade level and recommended by his/her homeroom teacher will also be included in this program. Special education students will be included in this program to aid in their reading strategy development. Further, a yearlong staff development program for teachers will be provided in best practices for teaching reading and math. Teachers will participate in staff development, observation of best practices as modeled by a literacy expert, and Regional Resource Teacher, and practice strategies in classrooms and debriefing with literacy expert and Regional Resource Teacher. Staff development will also focus on Cognition and Instruction, Effective use of Word Walls, and Creating Standards Grade Books. Teachers will be in-serviced in the Writing Framework using BCR and ECR math stems. To stem the tide of BGL readers in Primary grades, Honor Society members, and selected students in fifth and sixth grades will tutor students performing below grade level.