

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

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## *U.S. Department of Education*

### **Cover Sheet**

Type of School: (Check all that apply)  Elementary \_\_\_ Middle \_\_\_ High \_\_\_ K-12 \_\_\_ Charter

Name of Principal Mrs. Cecelia Jones-Bowling

Official School Name Glenarden Woods Elementary School

School Mailing Address 7801 Glenarden Parkway  
Lanham, Maryland 20706-1711

County Prince George's State School Code Number\* \_\_\_\_\_ 2010 \_\_\_\_\_

Telephone (301) 925-1300 \_\_\_\_\_ Fax (301) 925-1304 \_\_\_\_\_

Website/URL www.pgcps.org/~gwood E-mail ceceliab@pgcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Howard Burnett

District Name \_\_\_\_\_ Prince George's County Public Schools Tel. (301) 952-6008 \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. Beatrice Tignor

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      138 Elementary schools  
    28 Middle schools  
    0 Junior high schools  
    22 High schools  
    9 Other
- 197 TOTAL
2. District Per Pupil Expenditure:      \$8,756
- Average State Per Pupil Expenditure:      \$9,062

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. .5 Number of years the principal has been in her/his position at this school.
- 19 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	15	17	32	8			
1	15	22	37	9			
2	20	43	63	10			
3	48	37	85	11			
4	40	46	86	12			
5	41	50	91	Other			
6	40	38	78				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>472</b>

***[Throughout the document, round numbers to avoid decimals.]***

6. Racial/ethnic composition of the students in the school:
- |  |                                    |
|--|------------------------------------|
|  | 10 % White                         |
|  | 80 % Black or African American     |
|  | 4 % Hispanic or Latino             |
|  | 6 % Asian/Pacific Islander         |
|  | 0 % American Indian/Alaskan Native |
|  | <b>100% Total</b>                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year:   2  %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	11
<b>(4)</b>	Total number of students in the school as of October 1	472
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.0233
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:   0  %  
  2   Total Number Limited English Proficient

Number of languages represented:   N/A    
 Specify languages:

9. Students eligible for free/reduced-priced meals: \*   35  %

Total number students who qualify:   163  

\*Glenarden Woods would have 40% or more students eligible for F.A.R.M.S. but numerous students are being raised by grandparents who do not wish to participate in the F.A.R.M.S. program

10. Students receiving special education services: 1 %  
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>23</u>	_____
Special resource teachers/specialists	<u>8</u>	<u>4</u>
Paraprofessionals	<u>1</u>	_____
Support staff	<u>7</u>	<u>1</u>
Total number	<u>41</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	95%	95.4%	96.3%
Daily teacher attendance	96%	94%	94%	93%	90%
Teacher turnover rate	4%	13%	13%	14%	14%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

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Glenarden Woods Elementary School is located in one of the oldest African-American townships in Prince George's County, Maryland. The Glenarden community continually attracts families who value maintaining the integrity and reputation of their neighborhoods and schools.

The school community is comprised of lower to higher middle socioeconomic levels with many professional and retired professional families. Having a large retired professional population has provided the school with an active volunteer program. In 1985, Glenarden Woods became the site of a talented and gifted magnet program, thus creating a multiethnic population with a majority of African Americans. The students are bussed to Glenarden Woods from numerous communities. Students who are in the comprehensive program live in the community and walk to school.

For the 2005-2006 school year, the school has an enrollment of 472 students in grades kindergarten to six. There are two full-day kindergarten classes and twenty homeroom classes. Twenty-one special education and nine speech students are fully included in the talented and gifted and comprehensive programs.

Glenarden Woods is committed to ensuring that all students meet high educational standards. Our vision is best accomplished through providing the students, parents and staff with the following: a child-centered learning environment, access to a quality education that includes strong instructional leadership, a rigorous curriculum, frequent monitoring of student performance, supplementary learning opportunities for students failing to meet academic standards, well-trained, certified teachers in all classrooms, enhanced resources, empowering families who assist in quality education for every child, a school climate conducive to building positive relationships, and a safe and orderly school environment fostering enhanced school pride.

Students are instructed using the Prince George's County Public School's Curriculum Framework, which is aligned with the Maryland Voluntary State Curriculum. The rigorous curriculum incorporates all major content areas: reading, mathematics, social studies, science, health and safety, spelling, written communication, art, physical education, vocal and instructional music, media and foreign language. Block scheduling is used to provide students with small flexible instructional groups using appropriate materials, instructional strategies and resources to address their learning needs. Glenarden Woods has set and maintained the continuum of all students, in that all students will achieve high standards by offering a challenging academic program provided by a well-trained, certified, experienced and devoted staff. All teachers hold standard or advanced certificates. The veteran teachers have created collaborative teams with novice teachers that promote outstanding instructional and professional development planning.

Glenarden Woods Elementary Schools is characterized by highly supportive parents who provide educational support to teachers and children through enrichment programs and volunteerism. Volunteers contributed well over 10,000 hours last year supporting school programs, activities, and extended learning opportunities, thereby enhancing academics and community experiences. Glenarden Woods PTA is actively involved and supports the curriculum by generously funding cultural arts programs, additional instructional materials, and community events. The weekly Advisory Board/School Improvement Team, consisting of parents, teachers and administrators works together in order to create and implement the yearly School Improvement Plan, ensuring that all students reach their maximum potential during their formative years. An active Student Council coordinates a variety of community outreach and charitable programs throughout the school year.

Glenarden Woods has established and upheld the tradition of high expectations and outstanding achievement for forty-six years. Our vision, mission, goals and objectives have created a desire and motivation for outstanding teaching and learning for students, parents and a highly qualified and dedicated staff. Glenarden Woods has maintained a nurturing environment, allowing for generations of students to successfully meet the challenges of the 21<sup>st</sup> century.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results in Reading and Math**

In March 2003, in response to requirements from the federal Elementary and Secondary Education Act of 2001, known as the No Child Left Behind Act, Maryland introduced the Maryland State Assessment (MSA). The MSA was administered to students in grades 3, 5 and 8 but is now given to students in grades 3-8 in reading and mathematics. Student, school, district and state achievement is assessed on three levels: Basic, Proficient, and Advanced. A large number of educators with subject matter and grade level expertise, along with various educational organizations, set the standards for the MSA. Performance standards determine where the cut score is for students considered to be performing at the proficient and advanced levels. All other students are considered to be performing at the basic level.

The MSA generates a score that describes how well a student has mastered the reading and mathematics standards as specified in the Maryland Content Standards and the Voluntary State Curriculum (VSC). MSA scores are criterion-referenced and describe student performance in reference to the VSC as well as in comparison to students across the nation. A student performing at the Advanced level in reading can read above grade level texts and demonstrate the ability to comprehend complex literature and informational passages. In math, a student receiving an advanced score can solve problems requiring higher-level thinking skills and demonstrate superior ability in reasoning mathematically. Results for the Maryland School Assessment can be found at [www.mdk12.org](http://www.mdk12.org).

Glenarden Woods has demonstrated an upward trend in MSA scores from 2003-2005. MSA data from the past 3 years indicates that the percentage of students scoring at the proficient or advanced levels increased from 84% to 88% in third grade reading, and from 74% to 84 % in fifth grade reading. This upward trend is equally evident in our mathematics scores. The percentage of students scoring at the proficient or advanced levels increased from 80% to 87% in third grade math, and from 77% to 89% in fifth grade mathematics.

Data from 5 subgroups is shown in the assessment results for Glenarden Woods. The 5 subgroups are Free and Reduced Lunch, African American, Caucasian, Asian, and Special Education. The last 3 subgroups are comprised of less than fifteen students. Students performed at or above the county and state levels of proficiency in all subgroups over the past 3 years in reading and math with the exception of special education. All subgroups have made AYP for the past 3 years. The year 2004-2005 was our first year for third grade data for special education due to not having enough students to constitute a subgroup in previous years. This baseline information serves as comparative data for future instructional endeavors. In both third and fifth grade math and reading, there is little discrepancy between the 2 major subgroups, F.A.R.M.S and African American, over the 3 year period. Scores from the 2004-2005 school year showed a decrease in the gap between these 2 subgroups in third and fifth grade reading and in fifth grade math compared to data from 2003-2004. There was no change between the subgroup performances in third grade math.

Glenarden Woods Elementary School, based on our mission statement as implemented by the School Improvement Plan, is committed to the high achievement of all students. We are very proud that Glenarden Woods Elementary is the highest performing school in Prince George's County, a diverse county with over 100 elementary schools. Using the MSA data and quarterly benchmark test data, teachers and administrators constantly analyze formative and summative data to adjust instruction in order to improve student achievement. The scores earned by the students at Glenarden directly result from the unwavering dedication of the staff to meet the needs of all students.

## **1. Using Assessment**

The staff at Glenarden Woods frequently monitors student performance by analyzing data to adjust instruction to meet students' variable academic needs. Utilizing Edusoft software, administrators and teachers have access to data from the math and reading quarterly benchmark tests, which measure student mastery of indicators from the Maryland Voluntary State Curriculum. Benchmark scores are available the same day that they are administered. Edusoft provides staff members with both whole class and individual data for math and reading. Overall performance in math and reading is given, as well as proficiency on each indicator. Item Analysis reports show information about the validity of the assessment and allow the teacher to analyze incorrect answers to identify why students struggled with concepts or misunderstood them. Test item analysis enables teachers to form intervention groups based on strengths and weaknesses. Item Response Reports show teachers individual students' responses to assessment items as well as the most commonly selected test distracters for each class. They also show how each assessment item aligns to specific standards. In addition, data from multiple tests can be compared and analyzed.

Ongoing data analysis drives instruction. For both math and reading, student mastery of quarterly MD VSC indicators is reviewed, and instruction is adjusted and augmented for groups or individuals performing below a level of proficiency. Using "Weekly Data Utilization" forms as a means of record keeping, teachers identify students who would benefit from whole class reteaching, small group or individual instruction and enrichment. In order to determine this, teachers analyze individual data for each indicator from the quarterly benchmark tests. Content area teachers and administrators collaborate to provide additional instruction through science and social studies.

When teachers have used all resources to help students succeed, struggling students are referred to the School Instructional Team (SIT) for intervention strategies. These strategies include after-school tutoring, peer tutoring, counseling, mentoring and referral to community-based agencies or the Instructional Education Team (IEP). Glenarden Woods Elementary School strives to utilize resources in the school and community to meet students' needs.

## **2. Communicating Assessment Results**

Glenarden Woods maintains its commitment to the students, family and community by communicating student progress in a variety of ways. Parents, teachers and community members are invited monthly to PTA meetings. Data from the MSA is available on the Prince George's County and state websites. Attendees are taught how to interpret such data. Additionally, ways in which parents might assist their children are reviewed.

Staff members conference with each parent at least once a year. Conferences are held with all students, not just those who score below proficiency. In these conferences, teachers may communicate individual student progress by reviewing Edusoft individual benchmark data as well as data gained from daily classroom performance. Parents are also updated on students progress via interim progress reports, weekly newsletters, work folders, team websites and agenda books. The school hosts a website that provides updated information and links to teachers' emails as well as the School Improvement Plan which outlines the school's plan for improving student achievement.

The ideas expressed in Principles of Assessment for Learning (Stiggins) are espoused by Glenarden Woods' administrators and staff. Students must not only know their scores on assessments, but they must be aware of the errors they have made and how to improve in those skills. Therefore, students receive feedback in a timely manner from assessments and classroom tests. Individual conferences are held with students performing below proficiency on standardized or on teacher-generated assessments. Recommendations for improvement are discussed with students and action plans are developed and monitored. We believe that all students can improve their academic performance, including those performing above level. Glenarden Woods promotes student ownership of learning by making students aware of their strengths and weaknesses and their ability to control their learning.



### **3. Sharing Successes**

The staff of Glenarden Woods is committed to sharing the successes of our students as well as the professional expertise of the staff. Teachers are involved in writing, evaluating and revising county curriculum in language arts, mathematics, and foreign language. Teachers frequently present at county-wide staff development workshops and many have taught college level courses. The school continually supports other county schools by inviting administrators and staff for professional development. Glenarden Woods is staffed by many master teachers who mentor novice teachers throughout the county. This mentoring includes after school conferences, shadowing, clarifying curriculum and other best practices. Many teachers have remained at Glenarden Woods for years, providing consistency and indicating that great successes are occurring here.

Glenarden Woods hosts students in the Education Department from Bowie State University and the University of Maryland. Students have opportunities to observe master teachers as well as demonstrate the skills they have acquired during their experiences at the school.

Glenarden Woods' teachers have shared expertise on numerous occasions at the state level. Workshops have been conducted at the Maryland State Gifted Conference and at the Social Emotional Needs of Gifted Children Conference. Staff members regularly attend state and national conferences where they attend sessions offered by highly qualified educators having access to the latest trends and research in field of education.

Staff members strive to enhance their professionalism by taking advantage of opportunities to broaden their knowledge in the field of education. Our foreign language teacher was chosen as a Fulbright Fellowship Scholar and recently traveled to Japan. Other staff members visited the Republic of Ghana and China for professional growth.

Glenarden Woods takes pride in the fact that our students have maintained high academic achievement and have received recognition in local newspapers, broadcasts, at PTA meetings and at county school board meetings. The variety of academic and extra curricular opportunities at Glenarden Woods encourages the media, parents, and the community to take advantage of our open door policy. The commitment to excellent instruction creates a model learning environment for schools in our county, state, and nation.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Describe the school's curriculum**

The Glenarden Woods Elementary School administration and staff work together to provide a quality instructional program for all students. Students are engaged in a learning environment that promotes the success of each child. Instruction is consistently aligned with the Maryland Voluntary State Curriculum (VSC) to ensure that standards are being met. Reading/language arts, mathematics, social studies, and science instruction are taught in such a way that students meet the requirements as set forth in the Voluntary State Curriculum.

Glenarden Woods' multi-sensory instructional program, gives attention to specific learning styles and modalities of students. Academic instruction is delivered through two programs, the talented and gifted curriculum, and the comprehensive classroom curriculum. Within these programs, further differentiation is provided for students at both ends of the spectrum who require special interventions. In this way, differentiation is provided for students who require a rigorous and challenging program and for those receiving instruction from the standard curriculum

Reading, writing, mathematics, science, and social studies are instructed on a daily basis. Through a school-wide collaborative effort, each core content area allows students to connect learning with real-life experiences. In this way, students make associations and understand the purpose of learning. In reading, students exhibit their comprehension of text using a variety of skills and strategies including decoding, monitoring and clarifying, predicting, making inferences, summarizing, and evaluating the author's craft. In written language, students are engaged in meaningful, integrated writing processes that require them to produce written compositions with organized thoughts and clear descriptions. In the mathematics program, students first learn concepts in a concrete format using a variety of manipulatives. Next, they move on to a more abstract level, associating these concepts with words and numbers. Finally, students describe their problem solving methods and strategies, using appropriate mathematics vocabulary. The hands-on science program allows students to calculate hypotheses, perform purposeful investigations, work in cooperative groups, and communicate results. Embedded in the primary and intermediate science curriculum are learning opportunities at Owens Science Center, a county facility. Outdoor education for fifth and 6<sup>th</sup> graders is provided at Camp Schmidt. Sixth graders participate in a 5-day, 4-night camping experience at NorthBay Environmental Learning Center in North East, Maryland. Social Studies is experienced in such a way that students learn the fundamentals for becoming responsible citizens through the examination of history, geography, economics, civics, and multicultural education. Additional resources such as Hands-on-Geography provide practical learning opportunities and generate excitement. Field trips integrated into core curricular areas are designed to enrich and reinforce classroom instruction. Glenarden Woods Elementary School's high standards support academic growth of all students.

Art, vocal music, instrumental music, and cultural arts assemblies encourage students to excel in the arts. Participation by students in physical education enhances student health and well-being. As we look toward the future, the technology and library media programs teach the skills children will need to become technologically literate. Foreign language and International Culture and Language classes enable students to widen their perspective and appreciate the cultures and people of the world. Students in grades 2-4 are exposed to French, Spanish, Italian, German, Chinese, Russian and Japanese while fifth and 6<sup>th</sup> grades receive instruction in mainly French, Spanish, and Japanese.

Glenarden Woods Elementary School's success is a result of a combination of the collaborative planning, implementation, and higher-level learning that takes place each and every day. Our volunteers, an active PTA, dedicated administration and staff, students, and parents ensure the continued high achievement of our students

## **2. Describe the school's reading curriculum.**

The Prince George's County *Reading /Language Arts Curriculum Framework Progress Guide* is the primary document Glenarden Woods Elementary School uses for the instruction of our reading program for both the comprehensive and the Talented and Gifted population. This document is aligned with the Reading/English Language Arts Voluntary State Curriculum, VSC, and Core Learning Goals. *Houghton Mifflin Reading*, used in grades K-5 and *McDougal Littell Language of Literature* in our sixth grade, provide the core text and supplementary materials used to instruct our emergent and extending readers. Technology is a vital component of the reading program and provides opportunities for advanced research, reinforcement and language development. *Early Success, Soar to Success, and Wildcats*, along with *Reading Recovery* are reading intervention programs used to assist our struggling and special education students make significant literacy gains.

Provisions for rigorous interdisciplinary enrichment are incorporated in the Talented and Gifted program. The William and Mary Language Arts program for the Gifted and Highly Able is built into the TAG Reading/Language Arts curriculum for grades 2-6 during the second semester. *Junior Great Books* enable students to analyze and evaluate rich, classic pieces of literature. Students in the intermediate TAG classes participate in an integrated language arts unit, centered on 1 of 3 ancient cultures, which incorporates fiction and non-fiction reading, writing for all purposes, higher-level thinking skills, problem solving and advanced research. The school wide culminating activity of this unit is an historical re-enactment of a feast. A museum created from student artifacts and research provides visual models of the ancient culture. The curriculum is unique to Glenarden Woods and was developed according to the renowned Renzulli enrichment model.

The Prince George's County Reading Curriculum provides flexible pacing to assess phonemic awareness, phonics, fluency, vocabulary and comprehension. The reading program allows instructional leaders to acquire the data needed to drive instruction, impacting student achievement. Weaving these components together, our teachers are able to ensure not only the successful mastery of the VSC for all Glenarden Woods students, but achievements above and beyond as well.

## **3. Describe another curriculum area of the school's choice.**

The school's mission of creating a learning environment characterized by rigor and challenge is clearly evident in the foreign language program at Glenarden Woods. Glenarden Woods is one of 8 elementary schools in Prince George's county offering foreign language. Students in grades 5 and 6 who participate in the Talented and Gifted Program receive foreign language instruction every day for one-half hour. Fifth grade students are enrolled in the Foreign Language Exploratory course (FLEX), designed to introduce students to various languages and cultures, especially Spanish, French, and Japanese. In addition, the history of these languages is also studied. Sixth grade students learn Spanish the entire school year in preparation for continued foreign language instruction in middle school. Students successfully completing these courses receive high school credit.

All TAG students in grades 2-4, as well as comprehensive students in grades 3-6, participate in the International Culture and Languages program (ICAL). Students explore French, Spanish, Italian, German, Chinese, Russian, and Japanese. They are exposed to both the culture and language, and gain an appreciation for the diversity of the cultures studied. A hallmark of the foreign language program is the study of Latin roots by 4<sup>th</sup> graders in the Talented and Gifted Language Arts classes. Students learn the complexity of the English language while using knowledge of Latin roots to decipher the meaning of new words. This is further augmented by the use of the William and Mary curriculum in intermediate TAG classes.

Foreign language instruction fosters enthusiasm for exploring the languages of the world, creates appreciation for differences among cultures, and applies learning outcomes to the real world of the student learner. Through the rigor of learning a foreign language, our students can prepare themselves for the changing world of the 21st century.

#### **4. Describe the instructional methods the school uses to improve student learning.**

Glenarden Woods' teachers weekly assess students' levels of knowledge and development, analyze assessment data, prescribe specific instruction based on the data, provide targeted support and assistance, and reassess student achievement to determine mastery. Instructional methods used embrace the diversity of the learning styles of students. A multi-sensory learning environment provides differentiated instruction that encompasses flexible grouping and scheduling. The scaffolding of instruction allows teachers to compact curriculum and accelerates highly able students as well as remediates at-risk students and provides the documentation needed to employ special education services. "Instructional walkthroughs" provide administrators and specialists with the data needed to provide feedback to teachers to improve and support the delivery of instruction.

Special education resource teachers are trained to modify the county reading and mathematics programs to meet the goals of students outlined in Individual Educational Plans. Our program at Glenarden Woods is two tiered, utilizing both the pull-out and inclusion models. Based on student assessments, the reading and math specialists provide supplemental in-services that support academic progress. In addition, the TAG Coordinator, Special Education resource teacher and the counselor work with the Gifted Special Learning Needs (GSLN) students, TAG students with learning needs, to enable them to meet with academic success.

The classroom teachers use cooperative learning, centers, reciprocal teaching, hands-on experiences, and technology across all disciplines. Interdisciplinary thematic units are encouraged and widely used to further student understanding. Specialists provide content links to complement core curricular activities via art, vocal and instrumental music, physical education, and library studies. Students are provided extended learning opportunities in the before and after-school tutoring programs. Extracurricular activities including Chess Club, Philosophy Club, Destination Imagination, Book Club, Girl Scouts, and Student Survivor Skills Group, enhance and extend students' real world explorations. The extensive range of instructional methods used at Glenarden Woods has maintained a high level of student achievement.

#### **5. Describe the school's professional development program.**

Glenarden Woods Elementary School's professional development program is a vital part of our School Improvement Plan. Staff members are acutely aware of the research-based trends in education and realize that continued professional growth impacts their effectiveness and student achievement. The plan is monitored by the school administrator and the School Based Management Team and is revised based on the results of students' assessments. Training for all mathematics and reading teachers is held on a monthly basis to review assessments, disperse pertinent information, provide instructional strategies and review curriculum goals.

Our professional development program addresses a variety of needs of our staff members. An extensive survey is completed by the staff to identify topics and skills requiring further training. Teachers also use student achievement data to determine areas in which they need to grow professionally in order to more effectively instruct the students. Workshops, courses, and conferences at the school, county, state and national level are highly encouraged. The learning continues as those attending these professional development opportunities train and co-teach one another.

Collaborative team meetings initiate the appraisal process for teachers' professional goals. At instructional team meetings, teachers are encouraged to focus on the following questions: What is it that I want my student to know? How can I assist the team with knowing what my student has learned? How can I assist my student with responding and taking ownership in his/her learning? What strategies are available to me to challenge the divergent thinker? The plan provides teachers with the knowledge to better understand student learning styles, to differentiate instruction, and to utilize instructional strategies to meet the needs of all students. The result is an instructional program that is effective, creative, rigorous, and focused on student achievement.

**PART VII – ASSESSMENT RESULTS**

**STATE CRITERION-REFERENCED TESTS**

Maryland School Assessment (MSA)

**Reading  
Grade: 3**

**Test: Maryland School Assessment (MSA)  
Publisher: Harcourt**

School year	2004-2005	2003-2004	2002-2003
Testing month	March	February	February
<b>SCHOOL SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	88	75	76
% at Advanced	25	12	10
Number of students tested	84	83	72
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% at or above Basic	100	100	100
% at or above Proficient	86	59	74
% at Advanced	8	3	3
Number of students tested	36	29	34
<b>2. Special Education</b>			
% at or above Basic	100	*	*
% at or above Proficient	71	*	*
% at Advanced	*	*	*
Number of students tested	*	*	*
<b>3. Caucasian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	100
% at Advanced	33	20	44
Number of students tested	*	*	*
<b>4. Asian</b>			
% at or above Basic	100	100	*
% at or above Proficient	100	100	*
% at Advanced	64	40	*
Number of students tested	11	*	*
<b>5. African American</b>			
% at or above Basic	100	100	100
% at or above Proficient	85	73	70
% at Advanced	17	10	4
Number of students tested	60	69	56
<b>STATE SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	76	71	58
% at Advanced	18	13	9

\*Too few students to constitute a group

**STATE CRITERION-REFERENCED TESTS**

Maryland School Assessment (MSA)

**Mathematics**  
**Grade: 3**

**Test:** Maryland School Assessment (MSA)  
**Publisher:** CTB McGraw Hill

School year	2004-2005	2003-2004	2002-2003
Testing month	March	February	February
<b>SCHOOL SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	87	82	81
% at Advanced	54	29	25
Number of students tested	85	83	72
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% at or above Basic	100	100	100
% at or above Proficient	78	76	74
% at Advanced	36	14	21
Number of students tested	36	29	34
<b>2. Special Education</b>			
% at or above Basic	100	*	*
% at or above Proficient	57	*	*
% at Advanced	14	*	*
Number of students tested	*		
<b>3. Caucasian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	100
% at Advanced	56	60	44
Number of students tested	*	*	*
<b>4. Asian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	*
% at Advanced	91	80	*
Number of students tested	11	*	*
<b>5. African American</b>			
% at or above Basic	100	100	100
% at or above Proficient	82	80	75
% at Advanced	45	23	4
Number of students tested	60	69	56
<b>STATE SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	77	72	65
% at Advanced	26	20	15

\* Too few students to constitute a group

## STATE CRITERION-REFERENCED TESTS

Maryland School Assessment (MSA)

**Reading**  
**Grade: 5**

**Test:** Maryland School Assessment (MSA)  
**Publisher:** Harcourt

School year	2004-2005	2003-2004	2002-2003
Testing month	March	February	February
<b>SCHOOL SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	85	82	75
% at Advanced	52	44	45
Number of students tested	82	106	97
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% at or above Basic	100	100	100
% at or above Proficient	72	67	61
% at Advanced	36	33	29
Number of students tested	25	33	31
<b>2. Special Education</b>			
% at or above Basic	100	100	100
% at or above Proficient	56	50	100
% at Advanced	44	0	40
Number of students tested	*	*	*
<b>3. Caucasian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	100
% at Advanced	79	60	82
Number of students tested	14	10	11
<b>4. Asian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	100
% at Advanced	80	80	86
Number of students tested	*	*	*
<b>5. African American</b>			
% at or above Basic	100	100	100
% at or above Proficient	81	79	70
% at Advanced	47	43	37
Number of students tested	58	86	76
<b>STATE SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	74	68	66
% at Advanced	30	29	26

**STATE CRITERION-REFERENCED TESTS**

Maryland School Assessment (MSA)

**Mathematics**  
**Grade: 5**

**Test:** Maryland School Assessment (MSA)  
**Publisher:** CTB McGraw Hill

School year	2004-2005	2003-2004	2002-2003
Testing month	March	February	February
<b>SCHOOL SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	79	82	78
% at Advanced	28	14	23
Number of students tested	82	106	97
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% at or above Basic	100	100	100
% at or above Proficient	68	70	74
% at Advanced	12	9	16
Number of students tested	25	33	31
<b>2. Special Education</b>			
% at or above Basic	100	100	100
% at or above Proficient	44	63	100
% at Advanced	22	0	40
Number of students tested	*	*	*
<b>3. Caucasian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	100	100
% at Advanced	64	30	73
Number of students tested	14	10	11
<b>4. Asian</b>			
% at or above Basic	100	100	100
% at or above Proficient	100	80	100
% at Advanced	80	40	57
Number of students tested	*	*	*
<b>5. African American</b>			
% at or above Basic	100	100	100
% at or above Proficient	71	80	71
% at Advanced	16	12	13
Number of students tested	58	86	76
<b>STATE SCORES</b>			
% at or above Basic	100	100	100
% at or above Proficient	69	55	40
% at Advanced	17	10	10