

Maple Hill Elementary School 2011-2012



Enrollment on October 5th (BEDS DAY)

1184 Students (Last year 1152)

52% Hispanic

25% African American

21% Caucasian

2% Asian

80% Free and Reduced Lunch (82% last year)



Enrollment Continued

86 Students with disabilities
7% of total population

200 English Language Learners
17% of total population



Grade Level Enrollment

Pre-K	1 Section	18 Students
Grade 2	17 Sections	324 Students (20)
Grade 3	12 Sections	288 Students (26)
Grade 4	13 Sections	289 Students (25)
Grade 5	13 Sections	283 Students (26)

Instructional Staff

1 Principal

2 Assistant Principals

35 General Education Classroom Teachers

7 Bilingual Teachers

8 Special Education Teachers

4 PE Teachers

4 Music Teachers

2 Speech Teachers

2 Math Interventionists

5 Reading Interventionists

1 Literacy Coach

2 Art Teachers

1 Library Media Specialist

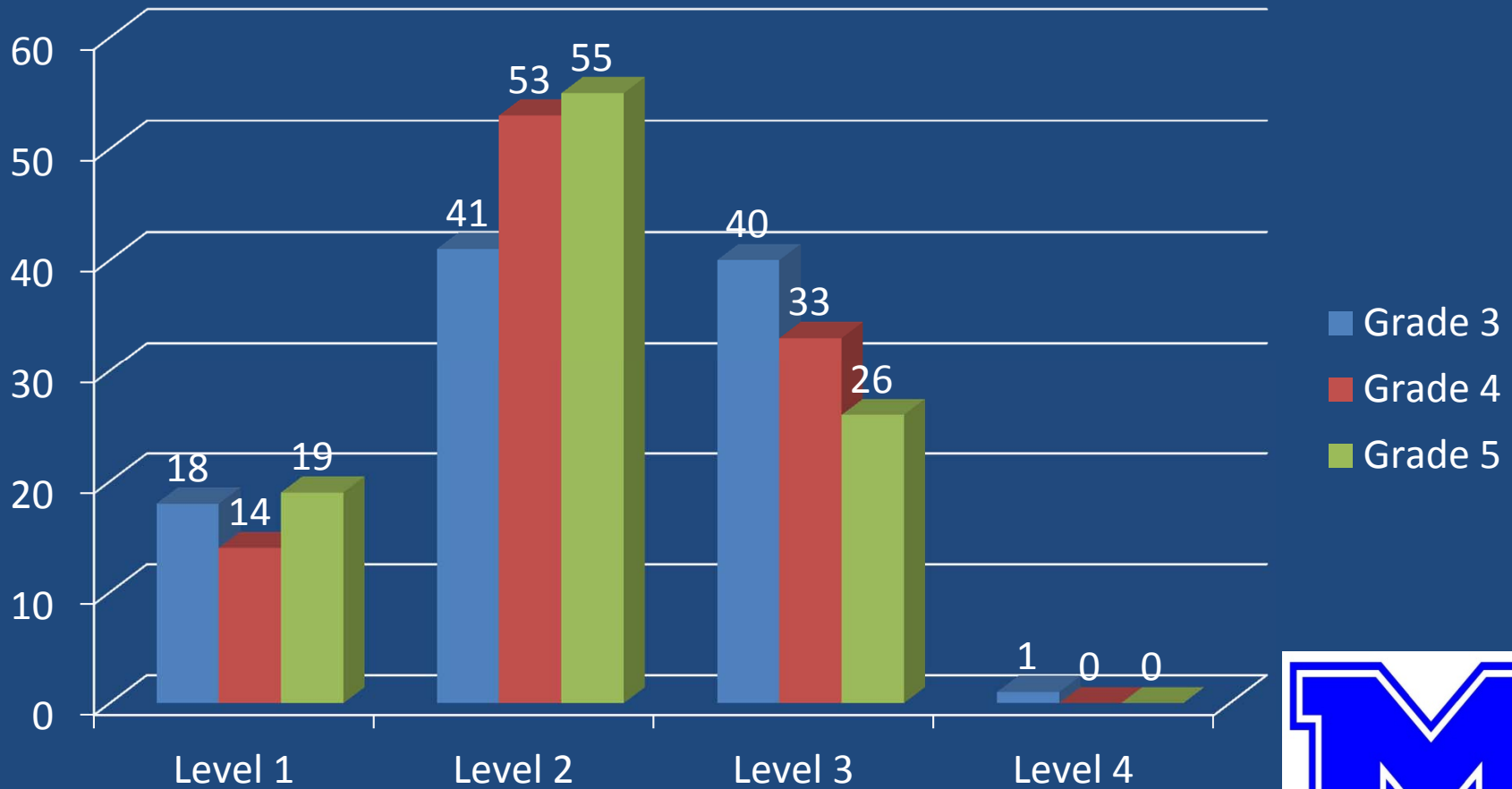
3 ESL Teachers

2 Psychologists

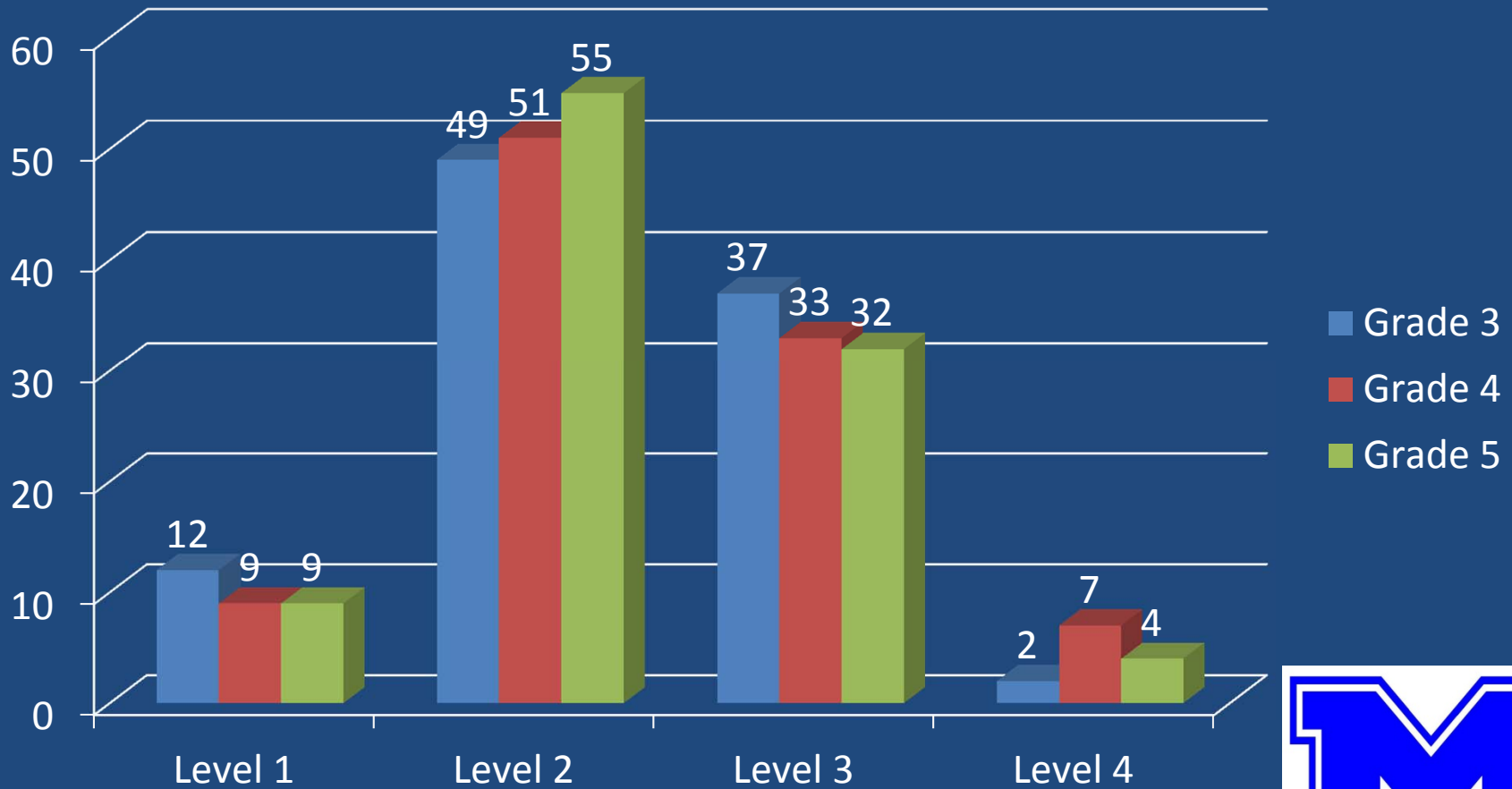
1 Social Worker

13 Teaching Assistants

ELA Performance



Mathematics Performance



Identification Status

ELA – Restructuring Year 1

Math – School in Need of Improvement Year 1

Science – In Good Standing



Action Plan

How will we ensure that we increase student achievement?

General

Overall goal – 10-15% increase in ELA and Math
(Concentration on SPED and ELL students)

Creation and implementation of building wide behavior plan.

Reconfiguration of building wings.



Building Inquiry Team



Team and Sub-committees

Summer work leading to action plan

The committee meets on the third Monday of the month from 4-5 pm.

Key areas in ELA addressed in action plan:

- Identify main idea and supporting details in informational text.
- Recognize organizational formats to assist in comprehension of informational text
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources

ELA

Literacy Framework course and coaching for all teachers

Creation of data walls in lobby of building. (Moving toward classrooms as well)

Movement from analyzing data routinely to utilizing data routinely

Individual teacher data conversations



Utilizing informational text to read and write from multiple sources (ELT Units)

Areas addressed in Mathematics

Key areas in Math addressed in action plan:

- Writing in Mathematics
- Automaticity with Math Facts
- Estimation (at all grade levels)
- Comparing Fractions
- Continue professional development pertaining to Guided Math
- Increased/adjusted data points



Mathematics



Data walls

Additional MAP testing administration

Quarterly tests becoming recursive

Bridge between MAPS and Compass Learning

Daily writing opportunities in Mathematics

Continue professional development in Guided Math
(Small group instruction within the workshop model)

Sub-Populations of Greatest Concern

Special Education

- Increase in walkthroughs conducted by Principal and Selena Fischer
- Department meetings twice a month
- Individual teacher data conversations to share successful strategies, new strategies and discuss how to meet individual student needs
- Provide additional professional development around data utilization, small group instruction and the workshop model

Sub-Populations of Greatest Concern

ELL Students

- UCLA training – Last year began focus on cluster classes. Shifted toward bilingual/ESL classes. This year UCLA and building administration have collaboratively determined that our focus will be on building academic vocabulary as well as writing.
- Increase in walkthroughs conducted by Principal, Assistant Principals and Kris Kerr
- Collaborative teacher data conversations to share successful strategies, new strategies and discuss how to meet individual student needs
- Cluster teachers visiting ESL classrooms
- Provide additional professional development around data utilization, small group instruction and the workshop model

Parent Engagement

2nd grade/new student orientation

Open House

Pajama read aloud

PTO meetings with student activities

Parent volunteers in classrooms

Connection with community organizations

