

**Howard County Public School System  
2016-2017 School Improvement Plan**

**Murray Hill MS**

**Focus Area: Literacy**

**Instructional Root Cause:**

- For a significant number of Murray Hill’s current students, prior instructional practices didn’t adequately support Reading performance as measured by MAP.

**OPTIONAL Additional Root Cause:**

- Structural barriers:
  - Limited common planning for general educators and specialists
  - No planning time for general educators and paraeducators
  - Timing and volume of assessments in spring leads to potential student “*overload*”
  - Administration of MAP has not utilized “*best practices*” for students
  - Limited prior professional development has been provided to all instructional staff on the use of MAP reports

**Baseline to Target, include student groups:**

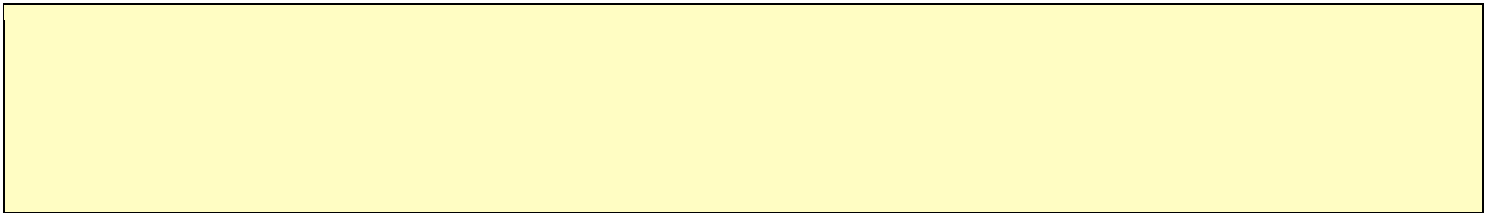
- 43.6 of our current 6<sup>th</sup> grade students met the HCPSS Performance Benchmark for Reading RIT scores. Our target for this school year is to increase this to 50% by working closely with all students but especially our 6<sup>th</sup> grade African-America currently 28.6% and Hispanic currently 28.6%.
- 44.4% of our current 7<sup>th</sup> grade students met the HCPSS Performance Benchmark for Reading RIT scores. Our target for this school year is to increase this to 50% by working closely with all students but especially our 7<sup>th</sup> grade Hispanic currently 17.9%, ELL currently 0%, FARMS currently 31.7%, and Special Education currently 5% student groups.
- 42.7% of our current 8<sup>th</sup> grade students met the HCPSS Performance Benchmark for Reading RIT scores. Our target for this school year is to increase this to 48% by working closely with all students but especially our 8<sup>th</sup> grade male currently 35.6%, 2 or more race currently 0%, ELL currently 27%, and Special Education currently 9.5% student groups.

**Strategies (not to exceed three):**

1. In order to impact Reading performance, all Murray Hill staff will implement UBD (Understanding by Design) planning practices.
2. In order to impact Reading performance, most Murray Hill staff will collaborate consistently to design and score common summative assessments.
3. Analysis of MAP test results by Literacy Team and grade-level content partners who will also collaborate with grade-level colleagues to analyze corresponding Descartes tables in order to identify areas of need for future instructional improvements and professional development.

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**Milestones** (how is fidelity of implementation being measured for each of your strategies):

1. Formal observations and informal walk-throughs will indicate that best instructional practices are being consistently implemented throughout all classrooms at Murray Hill.
2. Teams of teachers will analyze and report results of common summative assessments.
3. Analysis of MAP scores following winter MAP administration will result in possible changes to instructional practices and a review of students placed into interventions.
4. Team Improvement Plan results will be reviewed quarterly and shared at our School Improvement Team meetings.

**Midyear Checkpoint. What is your progress towards the target?:**

What is working?	What still needs attention or what is still a barrier?	What are your next steps and what adjustments need to be made (if any)?
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**Evaluation. Did you hit the target?:**

What is working?	What still needs attention or what is still a barrier?	What are your next steps and what will be continued next year (if any)?
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