

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

Murray Hill MS

Focus Area: Mathematics

Instructional Root Cause:

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

OPTIONAL Additional Root Cause (structural or cultural):

- 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
 - Number of students assessed decreases over their 3 years of middle school, at the exclusion of above grade-level students
 - Limited prior professional development has been provided to all instructional staff on the use of MAP reports

Baseline to Target, include student groups:

- 45.6 of our current 6th 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 6th grade African-America currently 24.5% and Hispanic currently 33.3%.
- 41% of our current 7th grade students met the HCPSS Performance Benchmark for Math RIT scores. Our target for this school year is to maintain this 41% for the limited number of students who take Math MAP this spring. To do this, we will work closely with all students enrolled in grade-level math classes but especially our Hispanic currently 17.9%, ELL currently 0% and Special Education currently 5% students.
- 10.5% of our current 8th grade students, who took Math MAP last spring, met the HCPSS Performance Benchmark for Math RIT scores. Our target for this school year is to increase this to 17% for the limited number of students who take Math MAP this spring. To do this, we will work closely with all students enrolled in grade-level math classes but especially our male currently 5.9%, Asian currently 7.1%, Hispanic currently 0%, 2+ race currently 0%, ELL currently 0%, FARM currently 6.1% and Special Education currently 9.5% students.

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Strategies (not to exceed three):

1. In order to impact Math performance, staff will implement UBD (Understanding by Design) planning practices.
2. In order to impact Math performance, 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 collaborate to analyze corresponding Descartes tables in order to identify areas of need for future instruction and professional development.

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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* *Approximately December - January - Receive feedback prior*

** *Approximately May - June - Receive feedback prior*

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