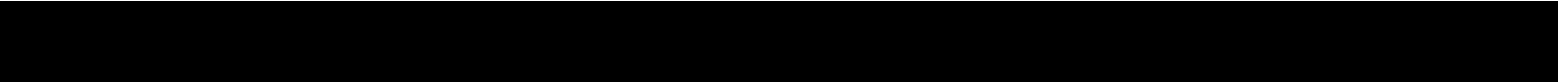


**Murray Hill Middle School
SY 2016-17
Team Improvement Plan - Reading**

Murray Hill Middle will provide a rigorous learning environment that engages and supports each student.

Needs Assessment: Learning Achievement Data



44.4% of our current 7th graders met or exceeded the Reading MAP benchmark score established by the HCPSS in the 2016 school year..

42.7% of our current 8th graders met or exceeded the Reading MAP benchmark score established by the HCPSS in the 2016 school year.

C

38.3% of our current 6th graders scored as met or exceeded expectations on the PARCC assessment in the 2015-2016 year.

31% of our current 7th graders scored as met or exceeded expectations on the PARCC assessment in the 2015-2016 school year.

38.1% of our current 8th graders scored as met or exceeded expectations on the PARCC assessment in the 2015-2016 year.

Students participating in a Reading/ELA intervention the 2016 – 2017 school year as of September 30, 2016.

Grade

Seminar D: 16

Seminar C: 10

ELA Seminar: 18

Grade

Seminar D: 3
Seminar C: 17
ELA Seminar: 17

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Seminar D: 1
Seminar C: 4
ELA Seminar: 15

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1st quarter reading grades (2016-2017)
2nd quarter reading grades (2016-2017)
3rd quarter reading grades (2016-2017)
4th quarter reading grades (2016 – 2017)

er Classroom Observations

1st Semester OAB report card reading level
2nd Semester OAB report card reading level

ng Inventory (Houghton, Mifflin, Harcourt)

All students in Seminar C and Seminar D had below grade-level Lexile Scores
September 2016
January 2017
May 2017

cs Inventory (Houghton, Mifflin, Harcourt)

All students in Seminar D scored as pre-decoders, beginning decoders, or developing decoders.
September 2016
January 2017
May 2017

| Objective(s) | Strategy/Activities (Person Responsible) | Milestones (Timelines) | Evaluation |
|--|--|---|---|
| <p>In 2017, all students will achieve a grade of better in reading and/or writing/ELA in each class(es).</p> | <p>1. Literacy Team: Students who fall below the 25 national percentile on MAP Reading and students recommended for consideration by their grade level team will be considered for participation in ELA Seminar. (ELA teachers, grade level team, Literacy Team).</p> | <p>1. Referrals generated in weekly Kid PIP meetings, Literacy Team meetings on 10/25/16, 1/19/17, and 3/28/17.</p> | <p>1. Standardized and non-standardized assessments.</p> <ul style="list-style-type: none"> • Fall, winter, and spring MAP results • PARCC scores. • DRP, Reading Inventory, Phonics Inventory and QRI-IV results (when applicable). • Formative and summative classroom assessments. |
| | <p>2. Complex Texts: Reading teachers will tier and scaffold instruction to assist struggling readers in accessing complex text. All reading module teachers and reading interventionists will participate in this strategy.</p> | <p>2. Reading intervention and module teachers will share artifacts that show the use of scaffolding and/or tiered instruction at reading team meetings on 11/14, 1/9, 3/13, and 5/8.</p> | <p>2. Grades for below grade level students should be at least a "C" or better after quarter.</p> |
| | <p>3. Reflection Opportunities for Students: Teachers will provide opportunities for students to review and reflect on performance data and develop individual goals for improvement in identified areas. All reading module teachers and reading interventionists</p> | <p>3. During reading class following each administration of MAP, during reading class after quarterly report card, and during reading interventions after each administration of the</p> | <p>3. Students will set realistic and challenging goals for the next assessment based on projected growth and/or increase national percentile scores on the Reading Inventory.</p> |

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| will participate in this strategy. | Phonics Inventory and/or the Reading Inventory. | |
| <p>4. MAP Test Results: After analyzing scores, reading specialists will collaborate with grade level teams to identify students who may be in need of academic intervention or accelerated instruction.</p> <p>Module teachers will analyze MAP class reports in order to create appropriate instructional groups and differentiated instruction within classes.</p> | 4. Through PIP time and team meetings following fall, winter, and spring MAP administrations | 4. 100% of students who are identified struggling students will be in a reading intervention unless their parent/guardian refuses an intervention. |
| <p>5. PARCC Test Results Reading specialists will compare MAP and PARCC scores to make sure that all students who are struggling- readers receive support services. Reading specialists are responsible for this strategy.</p> | 5. Through reading specialist meeting after each administration of MAP. | 5. 100% of students who are identified struggling students will be in a reading intervention unless their parent/guardian refuses an intervention. |
| <p>6. Struggling performers will be recommended for Friday Academy on an as needed basis. All reading module teachers and reading interventionists will be responsible for this strategy.</p> | 6. Students will be identified for Friday Academy as needed based on formative and summative classroom assessments. | 6. Students participating in Friday Academy will obtain a grade of at least a "C" on targeted assignment. |

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| <p>7. Provide additional academic and/or social support to struggling readers through Lunch Bunch when feasible. All reading module teachers and interventionists will be responsible for this strategy.</p> | <p>7. As needed based on formative and summative assessments. (optional)</p> | <p>7. Students participating in lunch bunch obtain a grade of at least a “C” on the assignment.</p> |
| <p>8. Parent contacts will be made if a student’s reading grade falls below a 72%. The grade will be revisited after two weeks and contact will be made again if the grade does not show improvement. All reading module teachers and reading interventionists will be responsible for this strategy.</p> | <p>8. Teachers will review reading grades at the end of each week.</p> | <p>8. 100% of students in reading classes achieve a grade of a “C” or higher by the end of each marking period.</p> |
| <p>9. Teachers will provide direct instruction in reading skills such as determining vocabulary meaning from context clues, determining central idea and essential details, summarizing, paraphrasing, and using text features using both literary and expository text.</p> | <p>11. Skills instruction will be embedded in lesson plans using text that is a natural match for the skill.</p> <p>Reading teachers will share skills instruction artifacts during the content team meetings on 11/14, 1/9, 3/13, and 5/8.</p> | <p>11. Fall, winter, and spring MAP scores and PARCC scores.</p> <p>Reading Inventory scores (only for reading intervention students)</p> |
| <p>10. Newly enrolled students will be placed in appropriately leveled reading programs based on their</p> | <p>12. Newly enrolled students will be screened for an intervention within</p> | <p>13. Students will take the DRP. If a student scores in the 25 NP or below, he or she will be screened using the QRI. Final reading</p> |

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| | reading/ELA skills. Deb Burkey will be responsible for this strategy. Note that students with high scores will be referred to Mark Dunbar for possible GT screening. | 2 days of entering MHMS. | intervention placement will be determined by Reading Inventory and the Phonics Inventory. |
| System 44 students will grow at least 2 points on their reading fluency score or demonstrate growth in at least one subtest by the end of the year. | 1. BGL decoders will participate in System 44 to receive targeted instruction based on the individual needs. Deb Burkey will be responsible for this strategy. | 1. Students will participate from the point that they are identified with the Phonics Inventory until they test out of the program by scoring advanced on the Phonics Inventory or performing on grade-level when reading aloud. | 1. All System 44 students will grow by 2 points on their reading fluency score and demonstrate growth in at least one subtest by the end of the year. |
| By the end of the year, all Read 180 students will have increased their national percentile ranking from the baseline assessment by at least 2%. | 1. Students who are struggling to comprehend on grade-level text will participate in Read 180, a comprehension seminar. Molly Michaelson will be responsible for this strategy. | 1. Students will participate from the time they are identified until they are able to demonstrate on grade-level comprehension skills on QRI – IV or on the Reading Inventory. | 1. By the end of the year, all Read 180 students will have increased their national percentile ranking from the baseline assessment by at least 2%. |