
*Wiley H.
Bates Middle
School*

*School
Improvement
Plan*

2010-2011



Together at Bates...

Anne Arundel County Public Schools

**School Improvement Plan
Data Sets**

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 *Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – 75.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards.	All	54.8	55.2	64.7	75.9	74.1	80.8	
		Af Am	44.7	40.9	54.8	66.0	69.9	80.8	
		Na Am	-	-	-				
		Asian	70.6	81.3	84.6	85.0	92.3	80.8	
		Hisp	36.9	32.1	43.5	55.0	54.2	80.8	
		White	80.4	86.1	89.6	92.0	90.8	80.8	
		ELL	4.0	8.6	10.7	50.0	28.0	80.8	
		Farms	39.0	35.4	53.0	65.0	63.2	80.8	
		SpEd	19.4	14.3	30.4	55.0	45.3	80.8	
By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – 71.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math standards.	All	44.9	55.5	64.9	75.9	63.8	71.4	
		Af Am	33.1	41.8	52.8	60.0	53.2	71.4	
		Na Am	-	-	-				
		Asian	65.0	82.4	100.0	100.0	84.6	71.4	
		Hisp	16.7	33.0	48.4	65.0	47.9	71.4	
		White	80.4	86.2	90.2	93.0	86.8	71.4	
		ELL	2.1	13.3	15.4	50.0	34.0	71.4	
		Farms	28.3	36.5	52.7	65.0	53.0	71.4	
		SpEd	11.3	14.6	28.6	55.0	35.8	71.4	

* Safe Harbor plus 5%

8-9-10 revisions

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math .	Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the MSA Reading	All	20.9	18.9	27.7	32.7	27.2	50.0	
		Af Am	6.4	6.1	12.8	17.8	16.4	50.0	
		Na Am	-	-	-	-	-	-	
		Asian	47.1	25.0	46.2	50.0	28.6	50.0	
		Hisp	7.7	3.9	12.9	17.9	10.7	50.0	
		White	51.9	45.8	56.7	50.0	54.3	50.0	
		ELL	-	-	-		2.4	50.0	
		Farms	5.6	4.5	12.4	17.4	14.6	50.0	
		SpEd	3.2	1.8	5.4	12.4	7.0	50.0	
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math .	Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the MSA Math	All	13.8	17.9	20.0	25.0	16.5	50.0	
		Af Am	3.5	8.0	7.6	12.6	2.6	50.0	
		Na Am	-	-	-	-	-	-	
		Asian	35.0	29.4	50.0	50.0	35.7	50.0	
		Hisp	2.4	3.4	9.5	14.5	8.0	50.0	
		White	37.3	40.1	42.7	47.7	37.0	50.0	
		ELL	-	-	-		2.4	50.0	
		Farms	2.1	5.5	8.9	13.9	6.6	50.0	
		SpEd	3.2	1.8	1.8	6.8	0.0	50.0	
By the end of the 2011/2012 school year, 70% of students will have completed at least one World and Classical Language class by the end of their eighth grade year.	Baseline to be established in 2007/2008 (Includes Intro to Language, but not Exploratory Lang.)	All	30.1	28.0	53.1	58.1	51.1		
		Af Am	14.6	12.5	43.8	48.8			
		Na Am							
		Asian	50.0	57.1	66.7	71.7			
		Hisp	33.3	12.1	44.0	49.0			
		White	56.6	67.3	70.2	75.2			
		ELL	0.0	0.0	0.0	0.0			
		Farms	21.6	10.4	45.1	50.1			
		SpEd	5.9	0.0	0.0	5.0			

8-9-10 revisions

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2011/2012 school year, 100% of eighth grade students will be technology literate as outlined by the Maryland Technology Literacy Standards for Students.	Baseline to be established in 2007/2008	All							
By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County Average 1.27%	Af Am			2.06	1.5	1.37	1.5	
By the end of the 2011-12 school year, there will be a 20% reduction in the percentage students receiving one or more referrals for each NCLB group.	June 2006: 13,521 referrals	All	46.9	39.9	40.8	35.8			
		Af Am	67.7	55.2	57.4	52.4	73.7		
		Na Am	-	-	33.3	28.3	-		
		Asian	15.0	22.2	7.1	2.1	0.8		
		Hisp	27.8	39.2	33.3	28.3	14.5		
		White	18.5	15.3	22.0	17.0	10.9		
		ELL	28.0	37.2	34.1	29.1	12.5		
		Farms	57.8	54.2	52.0	47.0	79.1		
SpEd	64.1	50.6	54.8	29.8	19.7				

8-9-10 revisions

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2011-12 school year, there will be a 20% reduction in the percentage of students receiving one or more suspensions for each NCLB group.	June 2006: 6,259 suspensions	All	27.5	24.5	22.9	17.9			
		Af Am	40.6	36.7	33.9	28.9	73.6		
		Na Am	-	-	33.3	28.9	-		
		Asian	10.0	16.7	7.1	2.1	3.4		
		Hispanic	15.5	16.5	20.6	15.6	16.9		
		White	9.6	8.2	7.9	2.9	6.2		
		ELL	16.0	22.5	25.0	20.0	14.0		
		FARMS	36.3	34.3	31.9	26.9	82.0		
		SpEd	44.6	45.8	35.6	30.6	14.6		
By the end of the 2011-12 school year, there will be a 20% reduction in the percentage of students receiving one or more expulsions for each NCLB group.	June 2006: 326 expulsions	All	1.8	.5	0.7	.5	0		
		Af Am	2.8	.3		0.0	0		
		Na Am	-	-		--	0		
		Asian	-	5.6		0.0	0		
		Hispanic	2.1	1.0	3.9	2.0	0		
		White	-	-		0.0	0		
		ELL	-	2.5	4.5	2.5	0		
		FARMS	3.1	.7	1.4	.7	0		
		SpEd	3.3	-		0.0	0		

8-9-10 revisions

Goal 1: ACADEMIC ACHIEVEMENT By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standard.

Baseline: The students at Wiley H. Bates Middle School have shown gains in achievement in both reading and mathematics. The gains have, during the 2007-2008, allowed us to meet AYP benchmarks in all areas with six areas reached by Safe Harbor.

- In Mathematics, the administration of MSA (2008) showed that our students reached the AMO for all students, Asian student group, and white student group. The African-American, Hispanic, FARMS, and Special Education student groups met the lower Confidence Band and Limited English Proficiency group met by Safe Harbor.
- In Reading, the students in the White and Asian student groups reached the AMO, but the students in African-American, Hispanic, FARMS, Special Education, and limited English Proficiency did not meet AMO. They did meet the requirements for Safe Harbor. There still remains a significant achievement gap; however we have made gains in closing the gap.

Statement of Need: Reading skills persist in being an area of concern: our gains here have been sufficient but indicate a need to reinforce and continue the school-wide literacy program through a continuation of collaborative planning in Language Arts, use of Thinking Maps, Arts Integration, PowerBlock power lessons and *Drop Everything And Read*.

The instructional team believes the gains in our Mathematics MSA scores are attributable to effective collaborative planning by course teachers, data analysis, support for students in enrolling in advanced level Math courses, and use of enhanced technology such as SmartBoards which increased student engagement levels. These efforts will be continued and expanded this year.

Whereas we have made some gains in reducing the achievement gap in the past two years, the achievement gap at Wiley H. Bates Middle School remains a challenge to work on. Our faculty is committed to closing the gap. In mathematics, for example, there is a 37.4% (down from 40%) difference in proficiency between African-American and White students. (African-American 52.8 % proficient, White 90.2 % proficient). In Reading the difference in proficiency between African-American and White students is 20.9 % (African-American 69.9 % proficient, White 90.8%) (down from 35%). Bates will be using Arts Integration strategies as the primary focus of instruction. We believe that our efforts in grade level collaboration, pre-AP strategies, identification and support of any and all students with a potential for higher level coursework, Thinking Maps, Arts Integration, continuous data analysis, and targeted intervention will help us eliminate the achievement gap at Bates.

Objective: For each school year (2010-2011), all students in grades 6, 7, and 8 will have an annual growth target of decreasing basic by 15% in Reading and Math as well as increasing the number of students in advanced level courses by 5%, and decreasing disproportionality in Special Education. (See above chart).

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
1. All teachers will integrate the arts into lesson plans: <ul style="list-style-type: none"> • Participate in monthly professional development for Arts Integration (AI) • Incorporate AI into weekly lesson plans 	Department Chairs Arts Integration Specialist	All Teachers and teams	Professional development calendar Arts Integration Center AI Activity Log	AI Activity Logs Quarterly lesson plans and displays Observations by	JUNE 2011

8-9-10 revisions

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<ul style="list-style-type: none"> • Record all AI activities on an Arts Integration Activity Log and submit it quarterly. • Document one AI lesson per quarter using an AI lesson plan or display template. • Showcase student work related to AI <ul style="list-style-type: none"> ○ Designate an AI area inside and outside of the classroom. ○ Display current student work including documentation of connected objectives, process and product. 	Administration		template AI lesson plan templates AI display templates Quarterly Showcases Curriculum Maps	administrators Current displays in classrooms and hallways	
<p>2. All teachers will participate in learning communities to promote collaborative planning:</p> <ul style="list-style-type: none"> • Weekly subject area collaborative planning teams <ol style="list-style-type: none"> 1. Create a Curriculum Map quarterly and highlight opportunities for arts integration 2. Create common assessments and higher order questions 3. Examine student work 4. Analyze data from benchmarks and common assessments using Achievement Series • Weekly subject area daily planning teams <ol style="list-style-type: none"> 1. Plan daily lessons and create common activities 2. Share instructional and differentiation strategies <ul style="list-style-type: none"> ▪ Arts Integration ▪ AVID ▪ Thinking Maps 	Department Chairs IDT leaders Administration Counselors AYP Specialist Reading and Math Resource teachers Arts Integration Specialist AVID Site team CDM Coordinator	All teachers and departments	Weekly team planning meeting schedule Meeting protocols and forms Staff development calendar Formative assessment data Disaggregated Data: MSA, Achievement Series, Gates-McGinity and GPA	Observations by administrators Curriculum Maps Collaborative Planning protocol agenda/forms/minutes Benchmark data MSA Data	JUNE 2011

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Instructional Technology • Bi-weekly IDT/collaborative planning teams <ol style="list-style-type: none"> 1. Share and review Curriculum Maps for cross curricular connections and arts integration opportunities 2. Conduct parent-teacher conferences • Bi-Weekly Grade Teams <ol style="list-style-type: none"> 1. Plan PBIS incentives, field trips and other activities 2. Monitor and discuss students who meet data indicators 3. Implement Collaborative Decision Making (CDM) • Weekly Professional Development meetings <ol style="list-style-type: none"> 1. Participate in staff development on identified PD days by team or assignment 2. Participate in monthly service learning planning 					
<p>3. All teachers will use data analysis to adjust instruction.</p> <ul style="list-style-type: none"> • Create formative assessments with direct alignment to the Md. SC in order to monitor student performance. • Use both formative and summative assessment data to differentiate instruction in order to reach targeted students. • Enter every student's county administered assessment into Achievement Series. 	<p>Department Chairs</p> <p>IDT Leaders</p> <p>AYP Specialist</p> <p>Reading and Math Resource Teachers</p>	<p>All Teachers and teams</p>	<p>Formative assessment data</p> <p>Disaggregated Data: MSA,</p> <p>Benchmark/Achievement Series, Gates-McGinitie and GPA</p>	<p>Observations by administrators</p> <p>Collaborative Planning protocol forms/ team minutes</p> <p>Achievement Series printouts</p>	<p>JUNE 2011</p>

8-9-10 revisions

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<p>4. All teachers will differentiate classroom instruction and provide opportunities for intervention:</p> <ul style="list-style-type: none"> • Implement all modifications and accommodations for students with IEPs, 504, AIS plans. • Implement all accommodations and modifications for ELL students. • Implement the Team Teaching model in all co-taught classes and identified ELL classes. 	<p>Special Ed Chair AYP Intervention Specialist Reading and Math Resource teachers Department Chairs Counselors</p>	<p>All teachers and staff</p>	<p>Weekly team planning meeting schedule Professional development calendar Meeting protocols and forms</p>	<p>Observations by administrators Collaborative Planning protocol forms/ IDT team minutes Blackboard listings Daily lesson plans and lesson samples</p>	<p>JUNE 2011</p>
<p>5. All staff will implement strategies to eliminate the achievement gap among targeted student groups.</p> <ul style="list-style-type: none"> • Use current data to purposefully place under represented students in the most rigorous classes possible. <ul style="list-style-type: none"> ○ Algebra/Geometry ○ Foreign Language ○ CAT South ○ PVA • Provide opportunities for re-teaching and re-doing student work in order to meet course requirements. • Develop and implement a System Intervention Plan to address disproportionality in Special Education. • Participate in Vertical Team planning with feeder schools. 	<p>Department Chairs School Counselors Equity Committee AA Disproportionality Committee</p>	<p>All Teachers</p>	<p>Staff development <i>Truth in Labeling</i> book study School-wide CDM implementation</p>	<p>Referral and identification data MSA data</p>	<p>June, 2011</p>

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Goal 2: By the end of the 2011/2012 school, there will be 20% reduction in the percentage of Bates Middle School students receiving one or more referrals, suspensions, expulsions, or each NCLB group in order to decrease minutes taken from instruction for discipline issues.

Baseline: Bates Middle School decreased the number of referrals from 1403 in the 2006-2007 school year to 934 referrals during the 2007-2008 school year.

Statement of Need: The faculty believes that disruption to instruction continues to be an issue in affecting student achievement. Generally, students receiving referrals are handled effectively by the discipline structures currently in place and these behaviors are changed. Most students do not receive multiple referrals. Evidence suggests that a disproportionate amount of referrals are generated by a small core group of “red zone” students. This small core group of students tends to be in the African American student group thus resulting in a disproportionate reporting of referrals and suspensions.

Objective: Reduce referrals, suspensions and expulsions each year by 5% by 2011.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<p>1. All staff will continue to implement school-wide PBIS policies and procedures in order to achieve exemplar status.</p> <ul style="list-style-type: none"> ▪ Plan and publicize incentive program ▪ Implement incentive activities at whole school (PBIS Committee), grade (team) and classroom (teacher) levels. ▪ Provide fidelity in enforcement of uniform, tardy, locker, bathroom passes and gum 	<p>PBIS Committee PBIS Coach Grade level teams Teachers</p>	<p>All Teachers and Staff</p>	<ul style="list-style-type: none"> ▪ Teacher/Parent/Student orientations ▪ Training for new to Bates teachers; refresher training for staff ▪ Monthly data reports and feedback to faculty ▪ Respect posters and training ▪ Monetary support for incentives ▪ Periodic reminders of uniform and other policies ▪ Uniform bank 	<ul style="list-style-type: none"> ▪ Teacher self-assessment ▪ Walk-throughs and formal observations by Administrators ▪ Consequence level documentation ▪ SWIS data 	<p>JUNE 2011</p>

8-9-10 revisions

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<p>chewing policies</p> <ul style="list-style-type: none"> ▪ Use meeting times to examine and reflect on data 					
<p>2. All teachers will use the CHAMPS behavior framework for classroom management</p> <ul style="list-style-type: none"> ▪ Teach expectations for classroom activities and transitions. ▪ Implement incentives and rewards tied to classroom expectations 	<p>Administrators PBIS Committee</p>	<p>All Teachers and Staff</p>	<ul style="list-style-type: none"> ▪ Staff training and refreshers in CHAMPS ▪ Student Orientation ▪ Fidelity checks through formal and informal observations 	<ul style="list-style-type: none"> ▪ Teacher self-assessment ▪ Walk-throughs and formal observations by Administrators ▪ Fidelity checks 	<p>JUNE 2011</p>
<p>4. All staff will support the Behavior Support Continuum for Red Zone students:</p> <ul style="list-style-type: none"> ▪ Decision-making room ▪ Alt 1 ▪ Redzone Meetings ▪ BIPs ▪ Examine alternatives to referrals and suspensions for identified students. 	<p>Administration Counselors MIT</p>	<p>All Teachers and Staff Alternative One Teacher Behavior Support Teacher Social Worker School Psychologist</p>		<ul style="list-style-type: none"> ▪ Number of referrals, suspensions, expulsions ▪ Monitoring of attendance ▪ Number of students placed in alternative settings or returning from an alternative setting 	<p>JUNE 2011</p>

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
5. All teams will implement the Collaborative Decision-Making model for individual behavior and academic intervention	CDM Coordinator Team Leaders	All Teachers and staff	CDM Training for teachers Identified weekly grade-level student-concern meetings	<ul style="list-style-type: none"> ▪ Documentation ▪ Monitoring forms ▪ Consequence levels and SWIS data for identified students 	JUNE 2011
6. All teachers will incorporate instructional practices designed to engage students in the lesson and diminish behavioral issues <ul style="list-style-type: none"> • Cooperative grouping • Differentiated Instruction • Arts Integration • Character Education 	AYP Specialist Arts Integration Specialist	Classroom teachers	Professional Development	<ul style="list-style-type: none"> ▪ Teacher self-assessment ▪ Walk-throughs and formal observations by Administrators ▪ Fidelity checks 	June 2011

COMMUNITY ENGAGEMENT

GOAL 3: By the end of the 2010/2011 school year, Bates Middle School will increase non-traditional parental involvement activities to eliminate disparities in parent and community representation in school and community activities.

STATEMENT OF NEED: Wiley H. Bates Middle School needs to make additional efforts to increase parent and business involvement from all segments of our school community.

OBJECTIVE: Bates Middle School will host a minimum of two activities, meeting, parent-teacher conference, etc. in the community by the end of 2011.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
1. Create and maintain a database of local resources for students and parents.	SIT Subcommittee	SIT Community Outreach Committee		Publication of database	JUNE 2011
2. Create and maintain database of business names and community donors.	SIT Subcommittee	SIT Community Outreach Committee		Publication of database	JUNE 2011
3. Establish associations with area universities to support academic achievement and social development <ul style="list-style-type: none"> • Mids for Kids; • Society for Black Engineers • AVID Tutors 	Administration Avid Coordinator	All Content Teachers AVID Teachers (Mids as tutors)	USNA Personnel Schedule for midshipmen assignment	Number of hours volunteered in classrooms by Mids	JUNE 2011
4. Hold PTSF meeting off-site at Stanton Center and Annapolis Boys and Girls	PTSF	PTSF parents, teachers and students	Funding for refreshments and publicity	Sign in sheets Parent-surveys	JUNE 2011

8-9-10 revisions

Club		Mr. Archie Trader, Stanton Center Mr. Reginald Brodie, Boys and Girls Club	Partnership with Stanton Center and Boys and Girls Club		
<p>5. Develop ideas for on and off-site activities and sites for increased community involvement</p> <ul style="list-style-type: none"> • Multicultural Arts Festival • Service Learning connected to the community 	<p>Administration Counselors Arts Integration Specialist IDT and Grade level Teams</p>	<p>Grade Level Teams PTSF, parents, teachers and students</p>	<p>Funds for food, materials and speakers Action/Event committees</p>	<p>Sign in sheets Parent-surveys</p>	JUNE 2011