
*Wiley H.
Bates Middle
School*

*School
Improvement
Plan
2008 - 2010*



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			
		Af Am	44.7	40.9	54.8	66.0			
		Na Am	-	-	-				
		Asian	70.6	81.3	84.6	85.0			
		Hisp	36.9	32.1	43.5	55.0			
		White	80.4	86.1	89.6	92.0			
		ELL	4.0	8.6	10.7	50.0			
		Farms	39.0	35.4	53.0	65.0			
		SpEd	19.4	14.3	30.4	55.0			
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			
		Af Am	33.1	41.8	52.8	60.0			
		Na Am	-	-	-				
		Asian	65.0	82.4	100.0	100.0			
		Hisp	16.7	33.0	48.4	65.0			
		White	80.4	86.2	90.2	93.0			
		ELL	2.1	13.3	15.4	50.0			
		Farms	28.3	36.5	52.7	65.0			
		SpEd	11.3	14.6	28.6	55.0			

* Safe Harbor plus 5%



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			
		Af Am	6.4	6.1	12.8	17.8			
		Na Am	-	-	-				
		Asian	47.1	25.0	46.2	50.0			
		Hisp	7.7	3.9	12.9	17.9			
		White	51.9	45.8	56.7	50.0			
		ELL	-	-	-				
		Farms	5.6	4.5	12.4	17.4			
SpEd	3.2	1.8	5.4	12.4					
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			
		Af Am	3.5	8.0	7.6	12.6			
		Na Am	-	-	-				
		Asian	35.0	29.4	50.0	50.0			
		Hisp	2.4	3.4	9.5	14.5			
		White	37.3	40.1	42.7	47.7			
		ELL	-	-	-				
		Farms	2.1	5.5	8.9	13.9			
SpEd	3.2	1.8	1.8	6.8					
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			
		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					



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			
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			
		Na Am	-	-	33.3	28.3			
		Asian	15.0	22.2	7.1	2.1			
		Hisp	27.8	39.2	33.3	28.3			
		White	18.5	15.3	22.0	17.0			
		ELL	28.0	37.2	34.1	29.1			
		Farms	57.8	54.2	52.0	47.0			
SpEd	64.1	50.6	54.8	29.8					



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			
		Na Am	-	-	33.3	28.9			
		Asian	10.0	16.7	7.1	2.1			
		Hispanic	15.5	16.5	20.6	15.6			
		White	9.6	8.2	7.9	2.9			
		ELL	16.0	22.5	25.0	20.0			
		FARMS	36.3	34.3	31.9	26.9			
		SpEd	44.6	45.8	35.6	30.6			
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			
		Af Am	2.8	.3		0.0			
		Na Am	-	-		--			
		Asian	-	5.6		0.0			
		Hispanic	2.1	1.0	3.9	2.0			
		White	-	-		0.0			
		ELL	-	2.5	4.5	2.5			
		FARMS	3.1	.7	1.4	.7			
		SpEd	3.3	-		0.0			



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 MSA persists 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 intervention groups and *Drop Everything And Read*. **At Bates Middle School every teacher is committed to teaching reading in the content areas and as such implements pre, during and after reading strategies as well as providing direct instruction of vocabulary modeled on the Marzano approach.**

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 during the 2007-2008, the achievement gap at Wiley H. Bates Middle School remains a problem 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 34.8 % (African-American 54.8 % proficient, White 84.6%) (down from 42%). 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. The staff at Bates Middle school is dedicated to concentrating on collaborative planning, data analysis, examining student work and using formative assessments, reading across the curriculum and direct instruction of vocabulary. In addition , Bates will be using Arts Integration strategies as areas of instructional focus and to continue our implementations of Thinking Maps and instructional technology as the primary language of instruction.

Objective: For each school year (2008-2009 and 2009-2010), 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
<p>1. Increase student achievement by regular collaborative planning in academic departments</p> <ul style="list-style-type: none"> • Frequent formative assessment and monitoring of student progress • Data analysis of student work for targeted NCLB student groups. • Create an instructional schedule that eliminates or limits (staffing driven) the need for teachers to teach across grade levels. • Schedule weekly, uninterrupted and non-negotiable collaborative planning times. 	<p>Department Chairs and Lead Teachers AYP Specialist AYP Principal Reading and Math Resource Teachers Administration School Counselors</p>	<p>All teachers and departments</p>	<ul style="list-style-type: none"> • Staff development/modeling of effective collaborative planning by resource teachers • Disaggregated Data: MSA, Achievement Series, Gates-McGinity and GPA • Weekly Collaborative planning meeting time • Established scheduled weekly meetings. 	<p>Observations by administrators</p> <p>Collaborative Planning reporting form</p> <p>Benchmark data</p> <p>IGPro/Progress reports</p> <p>MSA Data</p>	<p>JUNE 2010</p>
<p>2. Implement a Power Block period in a daily schedule for targeted intervention and practice of literacy strategies.</p> <ul style="list-style-type: none"> • D.E.A.R. • Direct instruction of Vocabulary • MSA Intervention: 	<p>Administration School Counselors AYP Specialist</p>	<p>Power Block Teachers</p>	<ul style="list-style-type: none"> ▪ Focus groups ▪ Calendar ▪ Daily Lessons ▪ Classroom Libraries, with emphasis on books that appeal to male readers ▪ Portfolio materials and portfolio development lessons 	<p>Observations by administrators</p> <p>Fidelity Checks</p> <p>Benchmark data</p> <p>MSA Data</p> <p>Intervention Monitoring data</p>	<p>JUNE 2010</p>



Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
Power Prep/Plus <ul style="list-style-type: none"> • Portfolios • Best Practices • Thinking Maps • Arts Integration 			<ul style="list-style-type: none"> ▪ SMART Goals ▪ Effective Effort Training ▪ Nexus Funds until 12/08 	Student led conferences <ul style="list-style-type: none"> • Parent survey • Student Survey 	
3. Increase student achievement through school-wide use of AVID strategies. <ul style="list-style-type: none"> ▪ Cornell notes ▪ WICR ▪ Wait time ▪ College level tutors 	Avid Site Team	All teachers and staff	<ul style="list-style-type: none"> ▪ Refresher training for full faculty at faculty meetings ▪ Reminders in Cougar Calendar ▪ Power Block lessons 	Department Chairpersons Agenda strategies at collaborative planning shared AVID strategies Parent Workshop Avid Demonstration School evaluation	JUNE 2010
4. Encourage and support participation of under-represented student groups in advanced and alternative programs <ul style="list-style-type: none"> • CAT South • Algebra/Geometry • Foreign Language • Re-examine grouping and scheduling practices • Create dialogue opportunities between students/parents and counselors so that students/parents see the 	Administration School Counselors Equity Committee	School Counselors	Funds AP Strategy Training	End of Year Achievement Data Assessment Data Performance Data	JUNE 2010



Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<p>benefits of higher level coursework.</p> <ul style="list-style-type: none"> Revisit/reschedule students into higher courses during the summer after new MSA results. (Only schedule up not down based on new scores). 					
<p>5. Actively engage students in higher level thinking skills through school-wide use of</p> <ul style="list-style-type: none"> Higher level questions Thinking Maps Pre-AP strategies Arts Integration 	<p>Department Chairs AYP Specialist Administration Avid Team</p>	All teachers	<ul style="list-style-type: none"> Time for whole faculty training at monthly meetings Faculty sharing Thinking Maps software Nexus Funds to support stipends for additional training 	<ul style="list-style-type: none"> Thinking Maps Display Boards in each classroom Whole-school TM Display Board Weekly sharing Walk-throughs 	JUNE 2010
<p>6. To increase student engagement through school-wide integration of Arts standards into content curriculum and lessons</p>	<p>Administration Arts Integration Grant Coordinator Art and Music Teachers AYP Specialist</p>	<p>MATI teachers Cohort teachers Powerblock teachers</p>	<ul style="list-style-type: none"> Training Art Materials Music equipment Showcases Collaboration with Maryland Hall for scheduling 	<p>Observation and walk-throughs Performances Galleries</p>	JUNE 2010
<p>7. Continue to build student engagement through school-</p>	<p>Administrators Office of Instructional</p>	All teachers	<ul style="list-style-type: none"> Funds for SmartBoards, Senteos, 	Walk throughs and formal	JUNE 2010



Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/ Evidence	End Date
wide use of instructional technology.	Technology E-Coach		Document cameras <ul style="list-style-type: none"> ○ Continued Tier I and Tier II training; refreshers ○ Thinking Maps Software 	observations by Administrators	
8. Develop and implement a System Intervention Plan to address disproportionality in Special Education. <ul style="list-style-type: none"> • Vertical Teaming with feeder schools 	Equity Committee AA Disproportionality Committee Special Education Department Chair	All Teachers	<ul style="list-style-type: none"> ○ Staff development ○ <i>Truth in Labeling</i> book study ○ School-wide CDM implementation 	Referral and identification data	June, 2010



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 2010.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
1. Maintain school-wide PBIS implementation and exemplar status <ul style="list-style-type: none"> ▪ Plan and publicize incentive program ▪ Implement incentive activities each marking period ▪ Provide fidelity in enforcement of uniform policy ▪ Use meeting times to examine and reflect on data 	PBIS Committee PBIS Coach Grade level teams	All Teachers and Staff	<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 	<ul style="list-style-type: none"> ▪ Teacher self-assessment ▪ Walk-throughs and formal observations by Administrators ▪ Consequence level documentation ▪ SWIS data 	JUNE 2010



Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
2. Implement CHAMPS behavior framework for school-wide classroom management	Administrators Pat Klos, CHAMPS trainer PBIS Committee	All Teachers and Staff	<ul style="list-style-type: none"> ▪ Uniform bank ▪ Staff training ▪ 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 	JUNE 2010
4. Provide Behavior Support Continuum for Red Zone students <ul style="list-style-type: none"> ▪ Decision-making room ▪ Alt 1 ▪ Redzone Meetings ▪ BIPs ▪ Examine alternatives to referrals and suspensions for identified students. 	Administration Counselors Regular School Team	All Teachers and Staff Ms. Tracey Bockmiller, Alternative One Teacher Ms. Trish Melesh, Behavior Support Teacher Ms. Amy Beller, Social Worker Dr. Beam, School Psychologist		<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 	JUNE 2010
5. Implement the Collaborative Decision-Making Model for individual behavior intervention	Amy Beller 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 2010



Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
6. Revisit instructional practices (cooperative grouping, differentiated instruction) that might engage students in the lesson and diminish behavioral issues	AYP Specialist	Classroom teachers	DI training	<ul style="list-style-type: none"> ▪ Class observations 	June 2010



COMMUNITY ENGAGEMENT

GOAL 3: By the end of the 2009/2010 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. **Data will be collected this school year to establish a baseline of a parental participation.**

OBJECTIVE: Bates Middle School will host a minimum of two activities, meeting, parent-teacher conference, etc. in the community by the end of 2010.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
1. Create a database of local resources for students and parents.	SIT Subcommittee	SIT Subcommittee		Publication of database	JUNE 2010
2. Create a database of business names and community donors	SIT Subcommittee	SIT Subcommittee		Publication of database	JUNE 2010
3. Establish program with USNA Midshipmen in instructional programs as guest readers Mids for Kids; Society for Black Engineers	Mrs. Bragdon Mrs. Blasingame-White	All Content Teachers AVID Teachers (Mids as tutors)	USNA Personnel Schedule for midshipmen assignment	Number of hours volunteered in classrooms by Mids	JUNE 2010
4. Hold PTSF meeting off-site at Stanton Center and Annapolis Boys and Girls Club	PTSF	PTSF parents, teachers and students Mr. Archie Trader, Stanton Center	Funding for refreshments and publicity Partnership with Stanton Center and Boys and Girls Club	Sign in sheets Parent-surveys	JUNE 2010



		Mr. Reginald Brodie, Boys and Girls Club			
5. Develop on and off-site activities and sites for increased community involvement - Parent-Teacher Conferences -Multicultural Arts Fair -College/Career Fairs	Administration Counselors	Grade Level Teams PTSF, parents, teachers and students Mrs. Handy, Family Community Liaison SIT Subcommittees	Funds for food, materials and speakers Action committees	Sign in sheets Parent-surveys	JUNE 2010

