

Wiley H. Bates Middle School: An Arts Integration School

SIP AT A GLANCE

ACADEMIC ACHIEVEMENT

Create an effective and rigorous classroom through ARTS INTEGRATION

- Collaborative planning leads to accurate, aligned daily lessons
- Use of formative assessments leads to instructional adjustments
- Learning goals are clearly connected to content standards and referred to during each lesson activity
- Literacy is increased through before- during- and after-reading strategies, QAR, and reciprocal teaching
- Vocabulary is strengthened through multiple contexts and multiple IDT reviews
- Students will be challenged to 'struggle' with text with increasing frequency
- Develop MSA rigor and stamina through Mock MSA

Employ higher order thinking questions high expectations for all students

- Analysis, evaluation questions cause students to synthesize and apply their learning
- Multiple perspectives are employed and assessed
- Teacher expectations are clear and consistent
- Wait time is employed
- Artful Thinking is used frequently

SAFE & SUPPORTIVE LEARNING ENVIRONMENT

PBIS and CHAMPS implemented with fidelity

- IDT teams plan and implement regular PBIS
- CHAMPs are employed for activities and transitions in every classroom
- Language of Effective Effort/ "Kids at Hope" language will be used prominently
- Faculty book studies will provide background and language for implementing language of effective effort, cultural proficiency and provide a foundation for having courageous conversations
- School Equity Team will monitor effectiveness of equity throughout, determine and address ongoing needs; provide professional development to meet ETAG needs as necessary.

COMMUNITY ENGAGEMENT

Electronic /home communication

- Classroom grades are updated weekly to be viewed on Parent Connect
- Departments determine consistent grading
- Blackboard sites include up to date homework and information
- Administration maintains current school website
- Teachers and Administration share information through PTA's Google/Yahoo
- Parent Involvement/communication through workshops at on-site and off-site locations at least quarterly



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Create a quality learning environment through ARTS INTEGRATION

- Differentiation, Thinking Maps and interactive technology are used to enhance teaching and assessing content standards.

Staff will support the Behavior Support Continuum for Red Zone students

- Teachers will employ alternatives to referrals through discussions with IDTs and Administrators
- Counseling and Admin will meet with Red Zone students regularly to facilitate and monitor student goal-setting
- Student Support Services Team will identify and support student needs through MIT, CDM, IDT and target group meetings with follow-up as necessary
- SRO and Behavioral Support teacher will mentor students and provide on and off campus enrichment experiences.

Community support for students' academic and social development

- Collaboration with PTA and community resources through Yahoo groups, Mids for Kids, AVID tutoring
- University Tutors will work with academic needs
- Gems & Jewels and Yes programs will use school facilities to mentor students
- Green School efforts will involve community partners
- Goals and Grades will use school facilities to provide academic motivation and physical activity through team sports

