

School Accountability Plan

2007-2008

for

Bartlett Middle School
Savannah-Chatham County Public Schools

Drema D. Jackson , *Principal*
Dr. Thomas Lockamy, *Superintendent of Schools*



I. Principal's Message



August 30, 2007

Dear Friends:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

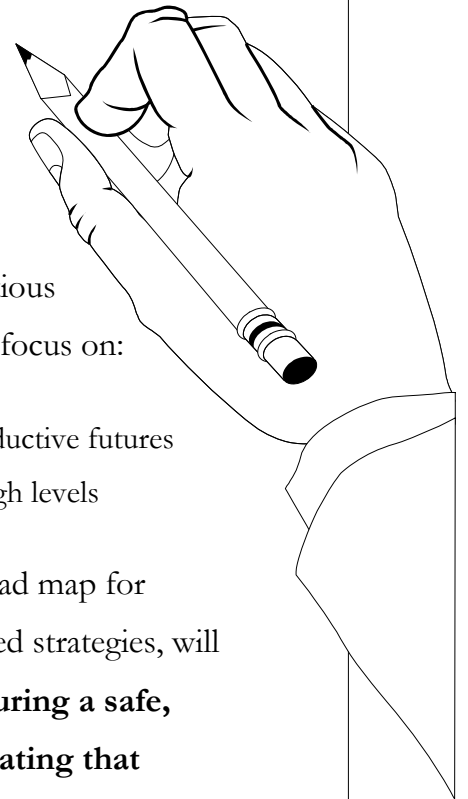
Vision: From school to the world: **All** students prepared for productive futures

Mission: To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.** Because we value your input and support, you are invited to join us as we work to make Bartlett Middle School better.

Sincerely,

Drema D. Jackson, *Principal*
Bartlett Middle School



II. Development Plan and Communication Process

A multi-stage process is used to develop school accountability plans. Many individuals are involved in order to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. Also included below is a statement of how this improvement plan will be shared with all stakeholders. The people involved and the processes used will be useful in developing the school's Tier 3 narrative, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

Committee Members/Representation	
<u>Individual/Groups</u>	<u>Position</u>
Drema D. Jackson, <i>Principal</i>	A
Yvette Wells	A
Troy Brown	A
Evanita Wallace-Lewis	T
Sarah Johnpeter	T
Deborah Richards	T
Samuel Hall	O
Doris Johnson	T
Sheila Garcia	O

Position codes are noted as follows:

- A** – Building Administration
- B** – Business Partner
- C** – Community Member
- O** – Other
- P** – Parent
- PT** – Parent of Identified Title I Service
- R** – Related Services and/or Support Staff
- S** – Student
- T** – Teacher

This plan can be shared in the following ways:
 Available in Media center, Main Office, and on the School Web Site.

III. Needs Assessment (Data Sources Used to Develop Plan)

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<input type="checkbox"/> SAT Participation and Test Results <input type="checkbox"/> ACT Participation and Test Results <input type="checkbox"/> Gifted Programs Data <input type="checkbox"/> Advanced Placement Exam Results and Enrollment <input type="checkbox"/> IB Programs Data <input type="checkbox"/> Post Secondary Enrollment Report <input type="checkbox"/> Dual Enrollment Class Results and Enrollment <input type="checkbox"/> GKAP-R <input type="checkbox"/> International Baccalaureate Results and Enrollment <input type="checkbox"/> Governor's Honors Program <input checked="" type="checkbox"/> SWD Data <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input checked="" type="checkbox"/> Title I Data <input type="checkbox"/> Dropout Statistics <input type="checkbox"/> Graduation Rates <input type="checkbox"/> GHSWT – First Time Pass Rate <input type="checkbox"/> GHSGT – First Time Pass Rate <input checked="" type="checkbox"/> EOCT data <input checked="" type="checkbox"/> Promotion/Retention Data <input type="checkbox"/> 21 st Century Program Data	<input type="checkbox"/> PSAT Participation <input checked="" type="checkbox"/> State Percent HiQ <input type="checkbox"/> Percent Staffed by Certified Teachers <input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement <input type="checkbox"/> ASCD Survey <input type="checkbox"/> Marzano Survey <input type="checkbox"/> HSTW – Technical Visit Report <input type="checkbox"/> SACS/CASI <input checked="" type="checkbox"/> Leadership and Learning Center Reports (formerly Center for Performance Assessment) <input checked="" type="checkbox"/> School Improvement Plan Review <input checked="" type="checkbox"/> State Report Card (also gives demographic information) <input checked="" type="checkbox"/> Quarterly Test Results <input type="checkbox"/> District Site Based Reports <input type="checkbox"/> Disproportional data <input checked="" type="checkbox"/> Governor's Office of Accountability Website <input checked="" type="checkbox"/> SASI Database data <input checked="" type="checkbox"/> Accountability and Assessment website <input checked="" type="checkbox"/> ITBS data <input checked="" type="checkbox"/> CRCT data <input checked="" type="checkbox"/> Grade Distribution Report	<input checked="" type="checkbox"/> Incidents of Physical Violence <input type="checkbox"/> Incidents of Possession of Firearms in School <input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School <input type="checkbox"/> Students Without Incidents of Physical Violence in School <input type="checkbox"/> Students Without Incidents of Possession of Firearms in School <input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School <input type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus <input checked="" type="checkbox"/> Office Data <input checked="" type="checkbox"/> Incidents of Out-of-School Suspensions <input type="checkbox"/> Incidents of In-School Suspensions <input checked="" type="checkbox"/> Incidents of Expulsions <hr/> Other <input type="checkbox"/> Parent University <input type="checkbox"/> YFA Study <input type="checkbox"/> _____

IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	<p>GOAL A: Increase the percentage of FAY (Full Academic Year) students with disabilities (SWD) scoring at 800 or above in Reading/English Language Arts on the CRCT from 45.9% to 51.3%.</p> <p>RATIONALE: To begin eliminating the achievement gap between this subgroup and other subgroups on the CRCT test. (NCLB. PG. 1, 3); (IDEA. PG. 3-4); (GS.CUR. 1-3); (GS.PO. 1- 3); (GS.PL. 1-3); (GS.LEAD. 1-4); (GS.SC. 1); (GS. INST. 1-4); (GS.ASMT. 1-3)</p> <p>SUBGROUPS: All students (73.8%); Black (71.5%); White (78.0%); SWD (45.9%); Economically disadvantaged (71.3%) (current standing)</p>
<p>Instructional Strategies (Timeline)</p> <ol style="list-style-type: none"> Classroom teachers will administer common pre- and post- formative assessments on sub-skills of the CRCT using the Online Assessment System. (each nine weeks). Grade level data teams will develop SMART goals and strategies for improving performance in these skills. (each nine weeks) Implement a school-wide focus on Reading and Writing. All students will complete 25 book requirements (10 fiction/15 non-fiction) and quarterly writing assessments. (Oct. 2007 -May 2008) (Title I funded) Marzano's instructional strategies will be used during classroom instruction by teachers at all grade levels. These strategies will be identified in the lesson plans that are submitted weekly. An Intervention team will be established to create a Pyramid of Interventions for all students who are failing or who are not mastering grade level standards. 	<p>Related Professional Learning Strategies (Timeline)</p> <p>Common planning time and extended planning time will be provided in the master calendar for grade level teams to analyze assessment data and establish SMART goals for improving student achievement. Professional development will be provided in using data teams to improve instruction. (Oct. 2007-May 2008)</p> <p>Training in writing common formative and summative assessments will be provided by the Academic Coach and/or other staff members who have attended the CPA workshops. (Oct.-Dec., 2007)</p> <p>Members of the Intervention Team will attend professional learning workshops relating to creating Pyramids of Interventions. (Dates to be determined as workshops are identified)</p> <p>Marzano Strategies training will be conducted for all faculty by district Staffing Specialist and monitored by school administrators</p> <p>SMART goal training will be conducted by Literacy coach for all faculty and monitored by school administrators</p>
<p>Monitoring (Artifacts, Evidence, Frequency and Feedback)</p> <ol style="list-style-type: none"> Data team agenda/minutes will be submitted to administrators and the Academic Coach. (Oct. 2007) Pre-/Post data results will be submitted to administrators and posted on data walls in the office classrooms. (each nine weeks). Classrooms will be observed, lesson plans submitted, and assessment data analyzed (Weekly). Lesson plans will be submitted weekly and reviewed by administrators. Walk-throughs will be used to observe the use of these instructional strategies each nine weeks. Student work with commentary will be posted. Intervention team agenda's/ list of interventions will be submitted to administrators and the Academic Coach. This team will meet monthly to monitor student progress and identify needed interventions. (October, 2007) (monthly). 	<p>Results <u> </u>Met <u> </u>Not Met</p> <p>Pre/Post Assessments will be posted and results communicated to stakeholders through newsletters and use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual student performance forms and letters.</p> <p>CRCT</p> <p>Common Assessments</p>
<p>Funding Source/Approximate Amount</p> <p>\$2,500 Classroom Libraries. (Title I funds)</p> <p>\$1500.00 for substitutes (Professional Learning funds)</p>	<p>Person(s) Responsible (Align with instructional strategies)</p> <ol style="list-style-type: none"> Classroom teachers/ Academic Coach Classroom teachers/OAS facilitator, Grade level data teams/Academic Coach Classroom teachers/ administrators Intervention Team/Administrators

IV. Tier 2 Indicator *(continued)*

Focus Area (#1): **Continuous Growth of Student Academic Achievement**

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	<p>GOAL B: Increase the percentage of FAY (Full Academic Year) students (Black, White, Students with disabilities (SWD), and Economically Disadvantaged (ED)) scoring at 800 or above in Math on the CRCT to: Black 53.7%, White 55.5%, SWD 31.9% and ED 53.7%)</p> <p>RATIONALE: To begin eliminating the achievement gap between this subgroup and other subgroups on the CRCT test. (NCLB. PG. 1, 3); (IDEA. PG. 3-4); (GS.CUR. 1-3); (GS.PO. 1- 3); (GS.PL. 1-3); (GS.LEAD. 1-4); (GS.SC. 1); (GS. INST. 1-4); (GS.ASMT. 1-3)</p> <p>SUBGROUPS: All students (50.5%); Black (48.5%); White (50.5%); SWD (24.3%); Economically disadvantaged (48.5%) (current standing)</p>
Instructional Strategies (Timeline) <ol style="list-style-type: none"> Classroom teachers will administer common pre- and post- formative assessments on sub-skills of the CRCT using the Online Assessment System. (each nine weeks). Grade level data teams will develop SMART goals and strategies for improving performance in these skills. (each nine weeks) Additional instruction will be offered during the Connections Block each Monday and Tuesday by certified Math teachers for students who are failing or who are not meeting grade level Math standards. Student report cards and formative assessment data will be used to identify these students. (Oct. 2007 -May 2008) (Title I funded) Marzano's instructional strategies and Six Elements of a Math Lesson will be used during classroom instruction by teachers at all grade levels. These strategies will be identified in the lesson plans that are submitted weekly (Weekly). An Intervention team will be established to create a Pyramid of Interventions for all students who are failing or who are not mastering grade level standards. (October, 2007) 	Related Professional Learning Strategies (Timeline) <p>Common planning time and extended planning time will be provided in the master calendar for grade level teams to analyze assessment data and establish SMART goals for improving student achievement. Professional development will be provided in using data teams to improve instruction. (Oct. 2007-May 2008)</p> <p>Training in writing common formative and summative assessments will be provided by the Academic Coach and/or other staff members who have attended the CPA workshops during extended planning time. (Oct.-Dec., 2007)</p> <p>All staff will participate in a book study on Marzano's <i>Classroom Instruction that Works</i> during extended planning and/or at faculty meetings. The Academic Coach will facilitate this book study. (Oct-Dec. 2007)</p> <p>SMART goal training will be conducted by Literacy coach for all faculty and monitored by school administrators</p> <p>Members of the Intervention Team will attend professional learning workshops relating to creating Pyramids of Interventions. (Dates to be determined as workshops are identified)</p> <p>All staff will participate in a book study on <i>Qualities of Effective Teachers</i> during extended planning and/or at faculty meetings. The Assistant Principal will facilitate this book study. (Jan.-Mar., 2008).</p>
Monitoring (Artifacts, Evidence, Frequency and Feedback) <ol style="list-style-type: none"> Data team agenda/minutes will be submitted to administrators and the Academic Coach. (Oct. 2007) Pre-/Post data results will be submitted to administrators and posted on data walls in the office classrooms. (each nine weeks). Classrooms will be observed, lesson plans submitted, and assessment data analyzed (Weekly). Lesson plans will be submitted weekly and reviewed by administrators. Walk-throughs will be used to observe the use of these instructional strategies each nine weeks. Student work with commentary will be posted. Intervention team agenda's/ list of interventions will be submitted to administrators and the Academic Coach. (monthly). 	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met <p>Data: Pre/Post Assessments will be posted and results communicated to stakeholders through newsletters and use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual student performance forms and letters.</p> <p>CRCT</p> <p>Common Assessments</p>
Funding Source/Approximate Amount <p>\$1200.00 for Marzano books(Prof. Learning funds) \$1000.00 for Stronge's Qualities of Effective Teachers. (Title I funds) \$14,000.00 for extended day (Title I funds)</p>	Person(s) Responsible (Align with instructional strategies) <ol style="list-style-type: none"> Classroom teachers/ Academic Coach Classroom teachers/OAS facilitator, Grade level data teams/Academic Coach Extended Day instructors/ Administrators Classroom teachers/ administrators Intervention Team/Administrators

IV. Tier 2 Indicator *(continued)*

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	<p>GOAL C: Increase the percentage of eighth grade FAY (Full Academic Year) students scoring at 800 or above in Reading on the CRCT from 66.7% to 70.3%.</p> <p>RATIONALE: To begin decreasing the number of 8th grade retentions due to CRCT reading requirements. (NCLB. PG. 1, 3); (IDEA. PG. 3-4); (GS.CUR. 1-3); (GS.PO. 1- 3); (GS.PL. 1-3); (GS.LEAD. 1-4); (GS.SC. 1); (GS. INST. 1-4); (GS.ASMT. 1-3)</p> <p>SUBGROUPS: All students (73.8%); Black (71.5%); White (78.0%); SWD (45.9%); Economically disadvantaged (71.3%) (current standing)</p>
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> Classroom teachers will administer common pre- and post- formative assessments on sub-skills of the CRCT using the Online Assessment System. (each nine weeks). Grade level data teams will develop SMART goals and strategies for improving performance in these skills. (each nine weeks) Implement a school-wide focus on Reading and Writing. All students will complete 25 book requirements (10/fiction and 15?non-fiction) and quarterly writing assessments. (Oct. 2007 -May 2008) (Title I funded) Marzano's instructional strategies will be used during classroom instruction by teachers at all grade levels. These strategies will be identified in the lesson plans that are submitted weekly (Weekly). Establish a Principal's Book Club where students will read from the published list of books and participate in book discussion groups monthly with the Principal. 	<p>Common planning time and extended planning time will be provided in the master calendar for grade level teams to analyze assessment data and establish SMART goals for improving student achievement. Professional development will be provided in using data teams to improve instruction. (Oct. 2007-May 2008)</p> <p>Training in writing common formative and summative assessments will be provided by the Academic Coach and/or other staff members who have attended the CPA workshops. (Oct.-Dec., 2007)</p> <p>SMART goal training will be conducted by Literacy coach for all faculty and monitored by school administrators</p>
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> Data team agenda/minutes will be submitted to administrators and the Academic Coach. (Oct. 2007) Pre-/Post data results will be submitted to administrators and posted on data walls in the office classrooms. (each nine weeks). Classrooms will be observed, lesson plans submitted, and assessment data analyzed (Weekly). Lesson plans will be submitted weekly and reviewed by administrators. Walk-throughs will be used to observe the use of these instructional strategies each nine weeks. Student work with commentary will be posted. 	<p>Data: Pre/Post Assessments will be posted and results communicated to stakeholders through newsletters and use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual student performance forms and letters.</p> <p>CRCT</p> <p>Common Assessments</p>
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)
<p>\$2,000 Books with discussion guides. (Title I funds)</p> <p>\$2,000 Professional Development</p>	<ol style="list-style-type: none"> Classroom teachers/ Academic Coach Classroom teachers/OAS facilitator, Grade level data teams/Academic Coach Classroom teachers/ administrators Intervention Team/Administrators

IV. Tier 2 Indicator *(continued)*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	GOAL A: To decrease the percentage of students who are absent more than 15 days to (All Students 15.0%, Black 15.0%, White 20.0, SWD 20.0%, ED 15.0%) RATIONALE: To reduce retentions due to attendance. [NCLB.PG.4, IDEA.PG.4, GS.INST.4, GS.ASMT.2, GS.ASMT.3] SUBGROUPS: All students (16.6%); Black (15.3%); White (24.4%); SWD (22.3%); Economically disadvantaged (18.5%) (current standing)	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. Ice Cream Socials for 20 day perfect attendance (every 20 days) 2. Certificates for homerooms with highest percentage attendance each month (monthly September-June) 3. Perfect attendance recognition at each Marking Period Commendations Program (January & June) 4. Social Worker Referrals for students who have missed 3 days (September-June) 5. Truancy Letters to parents when students have reached maximum days absent (as needed) 6. Incentives for homeroom with highest attendance percentage per month (monthly September-June) 	NONE	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. 20 Day Attendance Reports 2. Certificates/ Rewards per homeroom (every 20 days) 3. Social Worker Referrals 4. Attendance Dashboard 	Dashboard Attendance data AYP Attendance Rate	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
\$1,000 for supplies/rewards from School Improvement Budget \$500.00 for ice cream parties from student activity fund	IS.1, IS.2 Counselor IS.3, IS.6 Principal IS.5 Graduation Coach IS.4 Homeroom Teachers	

IV. Tier 2 Indicator *(continued)*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	GOAL B: To decrease the number of office referrals by 20% to 1,056 and out-of-school suspensions by 20% to 574. RATIONALE: (based on data from organizational analysis) 1,320 office referrals and 718 out of school suspensions (current standing)	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
1. Implement an in-school suspension program (Sept-June) 2. Utilize a school-wide discipline Rubric (Sept-June) 3. Develop and implement a reward system for positive reinforcement 4. Schedule weekly classroom guidance sessions based on conflict resolution 5. Implement mentoring program for at-risk students (Oct-June)	1. Classroom Management Training sessions for all faculty and staff through Professional Learning Department. 2. Training for teachers on writing referrals provided by Assistant Principal 3. Observations of master teachers with reflections by Faculty members. 4. Faculty Book Study "Connecting with Students" by Allen Mendler will be presented by Assistant Principal	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
A. Monthly Discipline Report (monthly Sept-June) B. SASI Discipline Tracker reviewed weekly C. Attendance Dashboard reviewed weekly D. Guidance Schedule updated monthly E. ISS Weekly Report F. Graduation Coach records	SASI Discipline Data ISS Reports Attendance Data	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
IS.1 Title 1 Personnel Budget (\$15,000) IS.4 Supply Budget (\$1,000) District supply funds PL.4 Book Study Materials (\$700) from School Improvement Funds IS.5 Supplies (\$1,000) Title 1 School Improvement Funds	IS.1 Principal/Assistant Principal IS.2, IS.3 Teachers IS.4 Counselor IS.5 Graduation Coach PL.1 Academic Coach PL.2 Assistant Principal PL.3 All Faculty PL.4 Assistant Principal	

IV. Tier 2 Indicator *(continued)*

Focus Area (#3): Community Engagement

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through strategies with an emphasis on academic achievement.

Tier 2 Indicator	To increase the parent/guardian and community volunteer participation levels through the end of the SY2008 to (30% of Student Population end of SY2007) and (40% SY2008) RATIONALE: [GS.INSTR.4, GS.SFCS.1, GS.SFCS.2, GS.SFCS.3, GS.PL.3]	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. Create and maintain a functional PTA organization (Sept-June) 2. Distribute school-wide informational newsletters each quarter. 3. Provide meaningful programs, activities, and other school functions for parents and other community volunteers participation through Parent Center to include mini-workshops (Quarterly) 4. Distribute five "Good Notes Home" per homeroom per month. Five from each administrator. (monthly) 5. Monitor and update outgoing messages each week on the Communications System (November - June) 6. Compile and distribute monthly parent calendars (Sept - June) 	All PTA officers will receive training on duties and responsibilities	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Attendance Verification/Sign-In Sheets (PTA, Council, Special Events) Parent surveys (annually through School Council) Visitors Sign In Book (daily) Classroom Visits (daily) Parent Center Sign In Book (daily)	Annual report of parent involvement	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
Supplies \$3,000 from school improvement funds Printing \$500 from district budget Food \$1,000 from District budget	IS.1 Teachers, Administrators, Parents, Community IS.2, IS.4 Classroom Teachers IS.3, Teachers, Administrators, Counselors IS.4-5 Administrators/Teachers IS.6 Academic Coach	

V. Tier 3 Narrative

The Tier 3 narrative outlines the school's progress and provides more information regarding its advancement toward meeting the identified goals and tells "the story behind the numbers."

Bartlett Middle School (BMS) did not meet the AYP criteria for Academic Performance, or the Second Indicator for the previous year. Currently 76% of the students are on free and/or reduced lunch status. The 554 students represent a diverse population with 76% African American, 15% White, 1% Asian, 4% Hispanic, 3% Multi-Racial, 1% Native American descent and 16% served by the exceptional child program. The five major issues that contributed to the overall failing status of Bartlett Middle School were: Academic Performance (English/Language Arts for students with disabilities, Mathematics for all sub groups, and the Middle Grades Writing Test); Attendance; Discipline; Teacher Quality/Performance; and Low Expectations.

In 2007 the inclusion model was fully implemented as the least restrictive environment for students with disabilities. Previously, MID students were only included in regular classrooms for science and social studies.

Attendance issues can be traced to the inappropriate use of ClassXp by classroom teachers in taking period attendance. We have solidified the procedure for taking attendance and this year's data should be more representative of the actual attendance of our students. By providing incentives for perfect attendance at each 20-day period, students are encouraged to attend school regularly. Teachers contact parents/guardians at each absence and submit a social worker referral when a student reaches three unexcused absences.

The emphasis on standards-based classrooms required a paradigm shift in the teaching methodology and responsiveness of many teachers. To move the school forward academically, there must be some personnel changes to address teacher performance issues.

Initiatives which support student learning in the instructional environment include the inclusion (co-teaching) model for students with disabilities, common planning for teaching teams, and a focus on the Marzano 9 strategies and differentiated instruction.

School-wide academic data is displayed in classrooms, the main office, conference rooms, and the professional learning lab. We continually review academic data and provide feedback through benchmark tests, CRCT scrimmages, mid-year assessments, and student profiles.

The School Council and the PTA meets bi-monthly to provide community and family input for school initiatives. Parental input is solicited through school newsletters, PTA, School Council, Parent Nights, Math/Science Family Night, and surveys. Attendance and conduct data are collected and compiled into monthly reports for faculty and staff. Grade level assemblies are held to allow students to give feedback on conduct issues. Students are rewarded for perfect attendance each month.

VI. Assurances

SCHOOL IMPROVEMENT PLAN

School Name: Bartlett Middle School

Savannah-Chatham County Public Schools
2007-2008 School Year

Principal: Drema Jackson

Title I School-Wide Program: Yes No

Targeted Assistance: _____

Needs Improvement (NI) Status: Year: 1 2 3 4 5 6 7 N/A

Met AYP the Previous Year: Yes No

2007-2008 Sanctions:

School Improvement Plan (School Improvement Plans will be submitted to LEA for approval October 2007)

Choice

Supplemental Services

Corrective Action (Corrective Action Addendum will be submitted to the LEA along with School Improvement Plans, October 2007)

Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education, February 2008 with a copy of current School Improvement Plan)