



Our Direction

Barton High School

Date of Report: 6/5/2018

Vision:

Preparing today's learners for college and/or careers by personalizing their education.

Values:

Be prepared!

Exceed expectations!

Always try!

Respect!

Strive for excellence!

Mission:

Barton School District graduates will reflect the following principals for success:

- College and/or career ready
- Responsible citizens with moral character
- Technological Awareness
- Life skills
- Health and Safety skills
- Diversity

Goals:

- Barton High School students will show growth in Literacy on the ACT/ACT Aspire state tests.

- Barton High School students will show growth in Math on the ACT/ACT Aspire state test.
- Barton High School students will show growth in Science on the ACT/ACT Aspire state test.
- Barton High School will provide two-way school-home communication linked to learning.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

The Barton High School School Report Card can be found at <https://adesrc.arkansas.gov/ReportCard/View?lea=5401003&schoolYear=2017>

Barton High School is located on 9546 Hwy 85 South, Lexa, AR 72355. Our phone number is 870-572-7294. Our web address is bartonsd.org. Barton High School has an enrollment of 388 students with an average class size of 12. Teachers have an average of eight years experience. Our overall score rating score is 59.52 with a "D" rating. School student demographics consist of: 55.2% white, 40.7% African-American, 2.3 Hispanic/Latino, 0.8% American Indian, and 1.0% Asian. Barton High School has 85% low-income and 100% participate in the free lunch program. Twelve percent of our population is eligible to receive special education services. Our attendance rate is 94.1%.

Barton High School's Suplimental Compliance Report can be found on the following link:

https://drive.google.com/file/d/1VlgH_voMPePewVvsO4Wzo5r-qgH6Ziuk/view?usp=sharing

Barton High School communicates with parents using the school website, teacher-parent communication logs via phone calls using the short-tel software, and email. Each year Barton High School reaches out to our parents through many sporting events, extra-curricular after-school activities, two parent-teacher conferences, annual dinner theater, band and choir concerts, open house, STEM family night, Fall Festival, high school graduation festivities, and honor's assembly and other honor's banquets. Barton High School seeks input from all stakeholders by parent-teacher surveys; the parent-teacher engagement advisory committee, and community millage for our future building projects.

Student Outcome Data:

Student Outcome Data can be found on the following links:

ACT ASPIRE Formative and Summative Readiness Report:

https://drive.google.com/file/d/12JKDLUPK_hlo4zKV1V72rJ6if2ea_ZAK/view?usp=sharing

ACT ASPIRE Summative for areas of weakness for spring 2017:

<https://drive.google.com/file/d/18C2NQGpOHcY2rBb7RmMEJjVyNCShrmfN/view?usp=sharing>

ACT ASPIRE Periodic performance for 2017-2018:

https://drive.google.com/file/d/19tkqKClqhhF8I44xgzQjm_4gKWbgiWZS/view?usp=sharing

ACT ASPIRE Periodic areas of weakness May 2018:

https://drive.google.com/file/d/1LHDEU4p2_WgS0wOz5ezaq-6prnGYTDiw/view?usp=sharing

Goal One: Barton High School students will show growth in Reading and Literacy on the ACT/Act Aspire test for the 2018-2019 school year.

Performance Data: ACT/Act Aspire Summative Assessment data for grades 7-10 in Literacy shows a status of ready as follows:

7th grade - 41.67%

8th grade - 32.86%

9th grade - 33.33%

10th grade - 26.56%

11th grade - ACT Reading 18.53% 2016-17

ACT English 16.53% 2016-17

A. Summative: According to the ACT Aspire Summative performance in Reading grades 7-10, data show students performing at 58% in Production of Writing, 44% in knowledge of language, 43% in Conventions of Standard English. Performance scores in reading show students performing at 60% in Key Ideals and Details, 70% in Craft and Structure, and 78% in Intergration of Knowledge and Ideas. Students performance in writing show 73% in Ideas and Analysis, Development and Support 81%, Organization 72% and Language Use and Convention at 71%.

B. Progress Monitoring - Pre and Post-tests are administered for each unit of study for grades 7-12. These are used to guide individualized instruction based on student strengths and weaknesses in all ELA grade level standards.

C. Formative Assessment - Barton High School uses ACT Aspire Periodic three times per year for formative assessment purposes. The ACT Aspire "Ready" status summary report for interim assessments can be found at the following link:

Action Statement: Barton High School's plan of action to increase student achievement is as follows: Barton High School will utilize STAR Reading and incorporate Accelerated Reader into all of our Language Arts classes. Barton High School will encourage cross-curricular reading and writing on multiple levels in all subject areas particularly emphasizing technical reading and the Step Up To Writing program. All staff members will receive professional development in Step Up To Writing in the summer of 2018. Each student will have an individualized growth goal based on summative, formative, and pre/post growth data. Barton High School will implement a RTI program in English and Language Arts utilizing Amy Lanham, RTI Coordinator. Barton High School will begin a system of

Academic Progress Groups (APG) in which ALL staff members mentor small groups of students to assist them in their Student Success Plan monitoring academic growth in English and Language Arts and movement toward career and/or college readiness. Barton High School will provide 11th Grade students ACT test prep and academic tutoring in English and language arts.

Target Date: May 2019

Person(s) Responsible: Trueblood, Parker, Chaney, Montgomery, Miller, Lanham, Goodin

Resources:

Barton High School utilizes STAR Reading and Accelerated Reader to track student reading grade level. Barton High School also uses USA Test Prep for writing practice and test preparation in all subject areas. Barton High School teachers have been trained and utilize the Step Up to Writing model. Guide to Grammar and Writing (ccc.commnet.edu) is also used to provide writing and grammar practice as well as providing immediate feedback to students based on periodic assessments. Barton High School also uses GREC Co-op content specialists to provide feedback and assistance to teachers as well as training in Depth of Knowledge.

Goal Two: Barton High School students will show growth in Mathematics on the ACT/Act Aspire test for the 2018-2019 school year.

Performance Data: ACT/Act Aspire Summative Assessment data for grades for grades 7-10 in Mathematics shows a status of ready as follows:

7th grade - 43.75%

8th grade - 30%

9th grade - 15.69%

10th grade - 6.25%

11th grade - ACT Math 17.44% 2016-17

A. Summative: According to the ACT Aspire Summative performance in Mathematics grades 7-10, data show students performing at 30% on grade-level. Students scored 43% in Number Systems, Statistics & Probability, Expressions & Equations. Students scored 35% at grade level in Geometry and Integrating Essential Skills. According to the summative data performance in Mathematics grades 8-10 students scored 35% in Functions..

B. Progress Monitoring: Pre and Post-tests are administered for each unit of study for grades 7-12. These are used to guide individualized instruction based on

student strengths and weaknesses in math grade level standards.

C. Formative Assessment: Barton High School uses ACT Aspire Periodic three times per year for formative assessment purposes. The ACT Aspire "Ready" status summary report for interim assessments can be found at the following link: Semester exams are also used as a formative assessment to measure content mastery over the course of the year. Barton High School's formative assessment goal for the 2018-2019 school year is to make continuous growth throughout the school year, meeting or the "Ready" or "Exceeding" benchmark status over the course of the interim assessments throughout the year. Barton High School's Mathematics goal for Progress Monitoring for the 2018-2019 school year is to show substantial growth on the formative assessments listed above and growth between their pre and post-tests.

Action Statement: Barton High School's plan of action to increase student achievement is as follows: Barton High School will utilize the Pearson Envision Math curriculum and incorporate USA Test Prep into all of our mathematic classes. Classroom teachers will analyze Arkansas Core Standards through Pre and Post-Tests. Barton High School will implement a RTI program in math for grades 7-8 utilizing Donna Vondran, Instructional Facilitator. Also, Barton High School will continue to utilize GREC Co-op specialists in math to further support teachers in helping students reach the readiness benchmark with professional development throughout school year. Additionally, each student will have an individualized growth goal based on performance of Act Aspire Summative, Formative, and pre/post data. Barton High School will begin a system of Academic Progress Groups (APG) in which ALL staff members mentor small groups of students to assist them on their Student Success Plan monitoring academic growth in math and movement toward career and/or college readiness. Barton High School will employ an additional math teacher for the purpose of creating flexibility in the master schedule for "double-blocking" students in Algebra I and Geometry using the state approved Algebra A&B and Geometry A&B courses. Barton High School wil provide summer school for Algebra I students in June 2018. Barton High School wil provide 11th Grade students ACT test prep and academic tutoring in math.

Target Date: May 2019

Person(s) Responsible: Chenault, Smith, McKabe, Burchett, Vondran, Goodin

Resources:

Barton High School currently uses the Pearson Envision Math Curriculum and the pre and post assessments programs provided therein. USA Test Prep is used to provide ACT style practice and assessment items for students. Remediation specialists provide targeted enrichment activities for students in 7th and 8th grade. Barton High School math teachers provide after-school tutoring for all grades levels 7-12. Barton High School utilizes GREC Co-op content specialists to provide math teachers with instructional feedback and training in Depth of Knowledge.

Goal Three: Barton High School students will show growth in Science on the ACT/Act Aspire test for the 2018-2019 school year.

Performance Data: ACT/ Act Aspire Summative Assessment data for grades 7-10 in Science shows a status of "ready" as follows:

7th grade - 31.25%

8th grade - 20.59%

9th grade - 19.61%

10th grade - 12.12%

11th grade - ACT Science 18.07% 2016-17

A. Summative: According to the Act Aspire Summative performance in Science grades 7-10 data show students performing at 23% in Interpretation of Data and Scientific Investigation and 25% in Evaluation of Models, Inferences, and Experimental Results.

B. Progress Monitoring: Pre and Post-tests are administered for each unit of study for all grades. These are used to guide individualized instruction based on student strengths and weaknesses in science grade level standards.

C. Formative Assessments: Barton High School uses Act Aspire Periodic three times per year for formative assessment purposes. According to the science formative assessment data student performed overall as follows: 7th grade 35%, 8th grade at 29%, 9th grade at 25% and 10th grade at 31%. The Act Aspire "ready" Status Summary Report for interim assessment can be found on the following link.....

Action Statement: Barton High School's plan of action to improve student achievement in science is to increase inquiry based learning with more hands-on labs with emphasis on "nature of science" materials. Teachers will put more emphasis on how to summarize and translate knowledge from laboratory experiences in constructed responses. Also, Barton High School will continue to utilize GREC Co-op specialists in science/math to further support teachers in helping students reach the readiness benchmark with professional development throughout school year. Each student will have an individualized growth goal based on performance of Act Aspire Summative, Formative, and pre and post data. Barton High School will begin a system of Academic Progress Groups (APG) in which ALL staff members mentor small groups of students to assist them on their Student Success Plan monitoring academic growth in science and movement toward career and/or college readiness. Barton High School will provide all 11th grade students ACT test prep and academic tutoring in science.

Target Date: May 2019

Person(s) Responsible: Collins, Myers, Logan, Miller, Goodin

Resources:

Barton High School utilizes USA Test Prep to provide ACT Aspire style assessment items to students. Barton continues to use GREC Co-op content specialists to provide teachers with instructional feedback as well as Depth of Knowledge training. ShowMe online Learning Community (www.showme.com) is used to connect learning objectives and assessments to create measurable and precise learning objectives. The Edulastic Interactive online assessment tool (www.edulastic.com) is used to provide pre and post-test unit-specific assessments to track student growth.

Goal Four: Barton High School will increase reciprocal communication among all stakeholders.

Performance Data:

A. Community Involvement- Barton High School has an 18 member Parent/Family Advisory Committee which consists of stakeholders: parents, community leaders, teachers, students, and administrators. The Parent/Family Engagement Advisory Committee roster and community leadership presentations provided by this committee can be found on the following link:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/86689/High_school_Parent_Policy.pdf

The Family Engagment and Parent Advisory Annual Report and Updates can be found at the following link:

https://drive.google.com/file/d/1z8jvNmBYW3wkGJaupT9Y19gam13KYf8_/view?usp=sharing

Each year, students/teachers/parents/principal sign a contract of agreement to reflect academic responsibilities. August 2017, 60% out of 363 students signed this contract. This contract can be found on the following link:

B. Parent Survey- Barton High School conducted a parental perceptual survey on March 15, 2018. In this survey, three major categories were polled: academics, communication, and school/classroom climate. According to the data, 72% of parents agreed that their child's academic needs are being met, 21% of parents had a neutral opinion, and 9% disagreed. 77% of parents agreed that they received adequate communication concerning their child's progress during the school year, 16% had a neutral opinion, and 8% disagreed. The climate at the school and in the classroom was also polled. According to the data, 67% of parents agreed that they and their child felt welcome and their child wanted to attend Barton High School, 23% felt neutral and 10% disagreed. The parent perceptual survey can be found on the following link: <https://drive.google.com/file/d/1ES1sXuJt-jTuerFKmV6y7Vp83MnGMx51/view?usp=sharing>

C. Parent/Teacher Conferences- BHS provides a Fall/Spring parent/teacher conference each year. October 12, 2017, 271 parent/teacher contacts were made out of 354 enrolled students reflecting 77% participation. On March 15, 2018, 317 parent/teacher contacts were made out of 354 enrolled students reflecting 92% participation.

Action Statement: Barton High School will utilize Academic Progress Groups (APGs) to provide a framework for the staff to contact the parent/guardian of each student prior to each Parent/Teacher Conference. Additionally, the Barton High School EAST program will publish a weekly school "newsletter" online and linked to the district website. Barton High School will make better use of the district website and facebook page for providing information to all stakeholders. Barton High School will implement a series of "Community Roundtable" events in which small groups of stakeholders meet with administration, teachers, and students to discuss and receive feedback regarding happenings, policies, events, and challenges facing the school. The principal will publish a monthly newsletter which will be located on the school's website. This newsletter will focus on learning, celebrations of accomplishments, announcements, and other school news.

Target Date: May 2019

Person(s) Responsible: Thomas, Goodin

Resources:

Barton High School uses the EAST program to provide periodic newsletters for all stakeholders. Barton uses the district website and facebook page to provide school information to all stakeholders. The district employs a Parent/Community Involvement Facilitator to arrange public stakeholder meetings and facilitate events such as parent-teacher conferences and other activities.

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Barton High School has selected indicators which will engage teachers in assessing and monitoring student mastery in ELA, math, and science with pre/post assessments and formative assessments three times a year. We have also selected and will implement indicators to communicate with family and parents to increase parent responsibility and create a more positive school climate. Each team member contributes to the decision-making process. There is a consistent attendance rate of above 90% for leadership meetings. Presently, we have four indicators for success with 12 tasks to complete for the 2018-19 school year.

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Engage teachers in assessing and monitoring student mastery

IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

Explain and communicate the purpose and practices of the school community

FE01 Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)

Provide two-way, school-home communication linked to learning

FE05 The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)