



Our Direction

Barton Elementary School

Date of Report: 11/5/2018

Vision:

Barton Elementary School is preparing today's learners for college and/or careers by personalizing their education.

Values:

Barton Elementary creates an environment that is safe, secure, fair, ethical, and filled with integrity for all personnel and students.

Mission:

Barton Elementary School's mission is that all 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 Elementary School will improve ACT Aspire scores for students identified as Special Education.
- Barton Elementary students will show growth in Literacy on the ACT Aspire state tests.
- Barton Elementary students will show growth in Math on the ACT Aspire state test.
- Barton Elementary will provide two-way, school-home communication linked to learning.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

1. The Barton Elementary School Report card can be found on the following link:

[Barton Elementary School Report Card](#)

Barton Elementary School is located at 9546 Hwy 85 South, Barton Ar 72312. Our phone number is 870-572-3984. Our school web address is bartonsd.org. According to the 2017-2018 School Report Card, Barton Elementary School has an enrollment of 402 students with a student to teacher ratio of 11:1. Teachers have an average teaching experience of 13 years. Our overall school rating score is 68.87 with a "C" rating. School student demographic consists of 65.67% white, 30.85% African American, and 2.99% Hispanic/Latino. Barton Elementary has 86% low-income with 100% participating in the free lunch program. Less than 11% of our student population are eligible to receive special education. Barton Elementary attendance rate is 94.1%.

2. The Barton Elementary Supplemental Compliance Report can be found on the following link:

[Barton Elementary School Compliance Report](#)

This report includes the following information for Barton Elementary; Comprehensive Needs Assessment, Preschool/Kindergarten Transition programs, Homeless Education Services, School Health Services/Counseling and Teacher/Paraprofessional Quality.

3. Barton Elementary strives to communicate with parents through our website, teacher-parent communication logs via phone calls, weekly grade level agendas and monthly newsletters. Each year Barton Elementary reaches out to our parents through many in-house activities such as two parent-teacher conferences, open house, STEM Family Night, Fall Festival, Black History Program, Band/Choir concerts, May Day, Kindergarten Roundup/Meet and Greet, and Kindergarten/Sixth Grade graduation. Barton Elementary seeks input from all stakeholders by parent/teacher surveys, and the Parent-Family Engagement Advisory Committee.

Student Outcome Data:

Goal One: Barton Elementary students will show growth in Literacy on the ACT Aspire state tests for 2018-2019 school year.

Performance Data: According to the ACT Aspire Summative assessment data for grades 3-6 performance on the English and Reading portion of the test in "Ready" status is as follows:

- 3rd Grade - English 70% Reading 45%
- 4th Grade - English 71% Reading 33%
- 5th Grade - English 69% Reading 26%
- 6th Grade - English 75% Reading 45%

Summative: According to the ACT Aspire summative performance in reading grades 3-6, data shows students performing at 40% in Key Ideas and Details and 35% in the area of Craft and Structure. Students performed at 30% in the area of Integration of Knowledge and Ideas.

According to the ACT Aspire Performance in English grades 3-6, data shows students performing at 69% in Production of Writing and also in Conventions of Standard English. Grade 4-6 performed at 66% in Knowledge of Language.

According to the ACT Aspire Performance in Writing grades 3-6, data shows students performing at 57% in the areas of Ideas and Analysis. Students performed at 56% and Development and Support. Student performed at 60% in Organization and 64% in Language Usage and Conventions.

Barton Elementary's English and Reading Goal for the 2018-2019 school year is to show growth in percentages of "Ready" status in the areas of Reading, English, and Writing.

Progress Monitoring/ISIP (Istation): According to ISIP (Istation) Progress Monitoring assessment data (September 2018) for grades K-6 performance on the Reading portion of the test is as follows: Tier I (Students are on track to meet grade level expectations.) - 62%, Tier II (Students are at some risk of not meeting grade level expectations and need continual intervention.) - 18%, Tier III (Students are at significant risk of not meeting grade level expectations and need intensive intervention.) - 19%.

The following skills were assessed on the ISIP Reading Assessment: LC2-Listening Comprehension, LK-Letter Knowledge, PA-Phonemic Awareness, AD-Alphabetic Decoding, CMP-Comprehension, Voc-Vocabulary, SPL-Spelling, TF-Text Fluency.

Data reflects that the areas of weakness for students in Kindergarten are in Vocabulary and Letter Knowledge with 38% of students in Tier I in those areas. Areas of weakness for students in First Grade were Letter Knowledge with 63% of students in Tier I and Comprehension with 60% of students in Tier I. Data reflects that students in 2nd Grade are weak in the area of spelling, with only 60% of students in Tier I. 3rd Grade students were weak in the areas of Text Fluency with 65% of students in Tier I and Spelling with 67%. 4th Grade performance data shows areas of weakness for Comprehension and Spelling with only 52% of students in Tier I. Data shows that 5th grade students are weak in the area of Text Fluency at 42% in Tier I and Comprehension with 56% of students in Tier I. In 6th Grade, data shows an area of weakness in Spelling at 59% and Vocabulary 60%.

Barton Elementary's English and Reading Goal for Progress Monitoring for the school year 2018-2019 is to show growth from Tier II and Tier III to Tier I status.

Formative Assessment: Barton Elementary uses ACT Periodic Assessments three times a year for formative assessment purposes. English and Reading performance data "Ready" status for ACT Periodics (March 2018) for grades 3-6 reflects the following: Key Ideas/Details 58%, Craft/Structure 54%, Production of Writing 50%, and Conventions of English 58%.

The ACT Aspire "Ready" status summary report for Interim Assessments 2018-2019 can be found at the following link:

[ACT Periodics Summary 2018](#)

Barton Elementary's English and Reading formative assessment goal for school year 2018-2019 is to make growth throughout the school year on the beginning, middle, and end of the year ACT Periodic Assessments.

Goal One Action Statement: Barton Elementary's plan of action to increase student achievement in the area of literacy is as follow: Barton Elementary will continue to provide students in grades K-6 RTI (Response to Intervention) services in literacy by progress monitoring using Istation, Star Reading, DSA (Developmental Spelling Assessment), RAN (Rapid Automatic Naming) K-2, DIBELS Reading Assessment, and Brigance K-1st. Students in Tier II and Tier III will

receive individualized/small group instruction to address remediation needs. Classroom teachers will analyze pre/post assessments to focus on areas of weakness throughout school year 2018-19. Barton Elementary will continue to focus on student reading achievement using the Accelerated Reader Program. This program allows students to take tests on the books of their choice and gives students immediate feedback as to progress toward their goal each nine weeks. Barton Elementary will implement the "Step Up to Writing" program to improve production of writing skills and convention of English for all grades K-6. Data will be analyzed to make decisions about school improvements and professional development needs.

Target Date: May 2019

Person(s) Responsible: Katy Nichols, Katonya Sanders, Kyle Nichols, Jennifer Gibbs, Amy Lanham, Bernie Winkel

Resources:

Goal Two: Barton Elementary Students will show growth in math on the ACT Aspire state tests for the 2018-2019 school year.

Performance Data: According to the 2017-2018 ACT Aspire Summative Assessment Data for grades 3-6 performance on the math portion of the test in "Ready" status is as follows:

- 3rd Grade - 60%
- 4th Grade - 54%
- 5th Grade - 40%
- 6th Grade - 64%

Summative: The data listed below shows the percentage of students in "Ready" status in each category on the ACT Aspire Summative Assessment.

3rd Grade

- Number/Operation Fractions - 62%
- Number/Operations Base 10 - 38%
- Operations and Algebraic Thinking - 57%
- Geometry - 64%
- Measurement and Data - 62%
- Integrating Essential Skills - 62%
- Justification and Explanation - 64%
- Modeling - 57%

4th Grade

- Number/Operation Fractions - 35%

- Number/Operations Base 10 - 27%
- Operations and Algebraic Thinking - 53%
- Geometry - 21%
- Measurement and Data - 36%
- Integrating Essential Skills - 39%
- Justification and Explanation - 42%
- Modeling - 41%

5th Grade

- Number/Operation Fractions - 31%
- Number/Operations Base 10 - 47%
- Operations and Algebraic Thinking - 29%
- Geometry - 52%
- Measurement and Data - 53%
- Integrating Essential Skills - 38%
- Justification and Explanation - 38%
- Modeling - 36%

6th Grade

- The Number System - 64%
- Expression/Equations - 49%
- Ratios/Proportions - 58%
- Geometry - 55%
- Statistics/Probability - 62%
- Integrating Essential Skills - 65%
- Justification and Explanation - 62%
- Modeling - 62%

Progress Monitoring/ISIP (Istation): According to the ISIP (Istation) Progress Monitoring Assessment data (September 2018) for grades K-6, performance on the math portion of the test is as follows: Tier I - 66%, Tier II - 16%, and Tier III - 18%.

The ISIP (Istation) Progress Monitoring Summary Report and Tier Movement Report for grades K-6 can be found at the following links:

[ISIP \(Istation\) Math Results September 2018](#)

[Tier Movement Report](#)

Barton Elementary Math Goal for Progress Monitoring for the school year is to show growth from Tier II and Tier III to Tier I status.

Formative Assessment: Barton Elementary uses ACT Periodic Assessments three times a year for formative assessment purposes. Math performance "Ready" status for ACT Periodics (March 2018) for grades 3-5 reflects the following: Number and Operations/Fractions 41%, Number and Operations/Base Ten 48%, Algebra 46%, Geometry 56%, Measurement and Data 33%. Grade 6 "Ready" status reflects the following: The Number System 35%, Expressions and Equations 34%, Ratios and Proportional Relationships 30%, Geometry 50%, Statistics and Probability 49%. Integrated Essential Skills was at 51% and Modeling was at 39% for grades 3-6.

The ACT Aspire "Ready" status summary report for school year 2018-2019 can be found at the following link:

[ACT Periodics Summary 2018](#)

Barton Elementary's Math formative assessment goal for school year 2018-2019 is to make growth throughout the school year on the beginning, middle and end of the year ACT Periodics.

Goal Two Action Statement: Barton Elementary's plan of action to increase student achievement in the area of math is as follows: Barton Elementary will continue to provide students in grades K-6 RTI (Response To Intervention) services in math by progress monitoring using Istation. Students are progress monitored each month to analyze their areas of weakness in math skills. Students in Tier II and Tier III will receive individualized/small group instruction to address remediation needs. Classroom teachers will analyze pre/post assessments to focus on areas of weakness throughout school year. Classroom teachers will continue to implement the Envision math curriculum to provide students with grade level standard instruction using the online platform, textbook resources, and hands-on materials. Data will be analyzed to make decisions about school improvements and professional development needs.

Target Date: May 2019

Person(s) Responsible: Lauren Harman, Travis Williams, Stephanie Davis, Martha Green, Amy Lanham, Bernie Winkel

Resources:

Goal Three: Barton Elementary will provide a two-way, school-home communication linked to learning.

Performance Data: Barton Elementary has a Parent and Family Engagement Advisory Committee which consists of all stakeholders: parents, community leaders, teachers, and administrators. The Parent and Family Advisory Committee roster and the community leader presentations can be found at the following links:

[Barton Elementary Parent and Family Engagement Plan](#)

[Barton Lexa School District Family Engagement and Parents' Advisory Annual Report](#)

Survey: Barton Elementary parents were given a survey to complete on March 15, 2018. This survey asked parents' opinions about our school's climate, academic needs, and communication from school to home. One hundred eighty three parents returned this survey. 91% of parents agreed or strongly agreed that their child felt welcomed and looked forward to coming to school. The survey shows 92% agreed or strongly agreed that their child's academic needs are being met at Barton Elementary. 93% agreed or strongly agreed that they had frequent communication regarding their child's education. Barton Elementary perceptual data from the parent survey can be found at the following link:

[Parent Survey Analysis](#)

Conferences: Barton Elementary provides a Fall and Spring Parent-Teacher Conference each year. Our parent attendance rate for 2017-2018 school year is 90%.

Parent-Teacher Conference attendance averages can be found on the following link:

[Fall 2017 Parent/Teacher Conference Attendance Rates](#)

Goal Three Action Statement: Barton Elementary's plan of action to increase parent and family engagement for the school year is as follows: Barton Elementary's Parent and Family Engagement Advisory Committee will continue to service the school by conducting monthly meetings with parents and stakeholders, provide resources in the Parent Learning Resource Center, schedule presenters from the community to speak and provide relevant materials to our parents. This committee will provide input in improving student achievement in the school. All Barton Elementary teachers will provide a weekly agenda to inform parents about assignments and announcements in all subject areas. The principal will provide a monthly newsletter posted on the Barton-Lexa website at bartonsd.org. Announcements, celebrations, school closings, and other news will be posted on the school marquee, school website, and school calling system.

Target Date: May 2019

Person(s) Responsible: Cuarlstine Thomas, Bernie Winkel

Resources:

Goal Four: Barton Elementary School will improve ACT Aspire scores for students identified as Special Education.

Performance Data: Every Student Succeeds Act Index Score for Barton Elementary School was 48.43% for the 2017-2018 school year. This score fell below the ESSA Index Value of 54.09% which placed our students in the lowest 1% of the state for the 2017-2018 school year.

Goal Four Action Statement: Barton Elementary's plan of action to increase scores for students identified as needing Special Education services is to provide interventions in addition to their Special Education services. Special Education instructors will collaborate with classroom teachers through a weekly agenda to ensure grade level skills are taught. Student progress will be monitored through the Student Success Plans to guide intervention services.

Target Date: 2019

Person(s) Responsible: Misty Laster; Renee Unger;

Resources:

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

Our leadership team's progress in fully implementing indicators and meeting objectives has been very successful. We had 8 selected indicators with 8 indicators assessed. As of today we have 7 indicators planned with 1 indicator fully implemented. There is also 1 objective met at this time. Before the end of this school year we will have met all objectives and will have fully implemented all indicators. Our leadership team meets every two weeks to review and monitor our indicators and the progress made. The leadership team makes modifications to our indicators to make them more effective. We have had 95% of our team in attendance. Each team member contributes in the decision making process. Our leadership team uses data derived from assessments of all students. These assessments are administered several times a year to drive our academics. Our summary report is a good source as to our team's progress.

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)

Establish a team structure with specific duties and time for instructional planning

ID10 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)

Provide a tiered system of instructional and behavioral supports and interventions

IIID01 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)

IIID02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

IIID03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.(5195)

IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)

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)