

Our Direction

Barton Elementary School

Date of Report: 8/1/2023

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:

- Students will show growth on math assessments.
- Students will show growth on literacy assessments.
- Students will show growth on science assessments.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

1. The Barton Elementary School Report Card:

Barton Elementary School is located at 5995 Highway 49, Lexa, AR 72355. Our phone number is 870-572-7294. Our school web address is bartonsd.org. According to the 2021-22, School Report Card, Barton Elementary School had an enrollment of 354 students with a student to teacher ratio of 15:1. Teachers have an average teaching experience of 11 years. Our overall school rating score is 61.64. School student demographic consists of 69.2% white, 24.3% African American, 3.7% Hispanic/Latino, 2 or more races 2.3%, and Asian 0.6%. Barton Elementary has 86% low-income with 100% participating in the free lunch program. 16% of our student population are eligible to receive special education.

2. Communication

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

Student Outcome Data:

Goal One: Students will show growth on literacy assessments.

2021-2022 ACT Aspire Summative Assessment Data for Grades 3-6

English/Reading- Percent of students that scored Ready and Exceeding:

- 3rd Grade: English 62.8% Reading 18.6%
- 4th Grade: English 54% Reading 30%
- 5th Grade: English 55.6% Reading 15.6%
- 6th Grade: English 62.3% Reading 34.4%

3rd Grade Reading/ English Skill Proficiency:

- Key Ideas and Details: 16%
- Craft and Structure: 30%
- Integration of Knowledge and Ideas: 26%
- Production of Writing: 58%

- Conventions of Standard English: 56%

4th Grade Reading/ English Skill Proficiency:

- Key Ideas and Details: 40%
- Craft and Structure: 32%
- Integration of Knowledge and Ideas: 26%
- Production of Writing: 46%
- Knowledge of Language: 66%
- Conventions of Standard English: 50%

5th Grade Reading/ English Skill Proficiency:

- Key Ideas and Details: 22%
- Craft and Structure: 16%
- Integration of Knowledge and Ideas: 27%
- Production of Writing: 51%
- Knowledge of Language: 64%
- Conventions of Standard English: 62%

6th Grade Reading/ English Skill Proficiency:

- Key Ideas and Details: 43%
- Craft and Structure: 28%
- Integration of Knowledge and Ideas: 25%
- Production of Writing: 62%
- Knowledge of Language: 56%
- Conventions of Standard English: 66%

Progress Monitoring: NWEA Reading/Language Data from January 2023

Kindergarten:

- 35% Tier I (Students are on track to meet grade-level expectations.)
- 54% Tier II (Students are at some risk of not meeting grade-level expectations and need continual intervention.)
- 10% Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.)

1st Grade:

- 30% Tier I
- 52% Tier II
- 17% Tier III

2nd Grade:

- 41% Tier I (Reading), 26% Tier I (Language)
- 26% Tier II (Reading), 31% Tier II (Language)
- 33% Tier III (Reading), 43% Tier III (Language)

3rd Grade:

- 38% Tier I (Reading), 29% Tier I (Language)
- 41% Tier II (Reading), 46% Tier II (Language)
- 21% Tier III (Reading), 24% Tier III (Language)

4th Grade:

- 23% Tier I (Reading), 20% Tier I (Language)
- 34% Tier II (Reading), 36% Tier II (Language)
- 43% Tier III (Reading), 44% Tier III (Language)

5th Grade:

- 34% Tier I (Reading), 14% Tier I (Language)
- 26% Tier II (Reading), 50% Tier II (Language)
- 41% Tier III (Reading), 36% Tier III (Language)

6th Grade:

- 12% Tier I (Reading), 26% Tier I (Language)
- 44% Tier II (Reading), 36% Tier II (Language)
- 44% Tier III (Reading), 38% Tier III (Language)

Formative Assessments:

- NWEA: The NWEA periodic assessments will be administered three times a year.
- ATLAS: The ATLAS will be administered in the spring semester of 2024.

The formative assessment goal for the 2023-2024 school year is to show growth throughout the school year.

Goal One Action Statement:

The plan of action to increase student achievement in literacy:

- Barton Elementary will implement 95% Phonics Program.
- Barton Elementary will implement Writers Workshop.

- Barton Elementary will utilize the Wit and Wisdom Literacy Curriculum K-6.
- Barton Elementary will utilize the Foundations phonics curriculum K-2.
- Barton Elementary will utilize the Daily Paragraph Editing program 2-8.
- Barton Elementary will utilize the Heggerty program K-2.
- Implement and maintain a data wall
- Students will take the following assessments to determine if they need RTI services: NWEA, Star Reading, DSA (Developmental Spelling Assessment), RAN (Rapid Automatic Naming) K-2, and DIBELS Reading Assessment.
- 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 identify areas of weakness in order to guide their instruction.
- Barton Elementary will use the Accelerated Reader Program
- Use data from NWEA to guide instruction
- Use weekly classroom assessments to guide instruction in the form of, including but not limited to, open response questions

Target Date: May 2024

Person(s) Responsible: Amanda Jaco, Rita Lederman, Brittany Mitchell, Sherry House, Rachel Smith, Mona Daniel, Hanah Files, Robyn Rutland, Cassandra Crowder, Katonya Sanders, Renee Unger, Megan Guthrie, Ron Crisp, Jake Gerrard

Resources:

Programs/Curriculum:

- Wit and Wisdom Literacy Curriculum
- Evans Moore Daily Six Trait Writing
- Heggerty: Phonemic Awareness Curriculum
- Daily Paragraph Editing
- 95% Phonic Program
- Foundations: Phonics program
- RTI/Barton and Sonday programs

Assessments:

- NWEA
- DDS: Diagnostic Decoding Surveys
- DSA: Developmental Spelling Assessment
- Dibels
- PAST: Phonological Awareness Screening Test
- AR-RAN: Rapid Automated Naming Screener
- KIDS: Kindergarten inventory of developmental spelling
- STAR
- ACT Aspire

- Istation (K-2)

Goal Two: Students will show growth on math assessments.

2021-2022 ACT Aspire Summative Assessment Data for Grades 3-6

Math- Percent of students that scored Ready and Exceeding:

- 3rd Grade: 39.5%
- 4th Grade: 30%
- 5th Grade: 26.7%
- 6th Grade: 44.3%

3rd Grade Math Skill Proficiency:

- Number/Operations Fractions: 30%
- Number/Operations Base 10: 28%
- Operations and Algebraic Thinking: 33%
- Geometry: 35%
- Measurement and Data: 42%
- Integrating Essential Skills: 44%
- Justification and Explanation: 28%
- Modeling: 42%

4th Grade Math Skill Proficiency:

- Number/Operations Fractions: 22%
- Number/Operations Base 10: 48%
- Operations and Algebraic Thinking: 12%
- Geometry: 36%
- Measurement and Data: 32%
- Integrating Essential Skills: 24%
- Justification and Explanation: 18%
- Modeling: 24%

5th Grade Math Skill Proficiency:

- Number/Operations Fractions: 24%
- Number/Operations Base 10: 42%
- Operations and Algebraic Thinking: 29%
- Geometry: 31%
- Measurement and Data: 44%

- Integrating Essential Skills: 24%
- Justification and Explanation: 22%
- Modeling: 27%

6th Grade Math Skill Proficiency:

The Number System: 43%

Expression/Equations: 38%

Ratios/Proportions: 41%

Geometry: 26%

Statistics/Probability: 25%

Integrating Essential Skills: 33%

Justification and Explanation: 20%

Modeling: 33%

Progress Monitoring: NWEA Math Data from January 2023

Kindergarten:

- 43% Tier I (Students are on track to meet grade-level expectations.)
- 38% Tier II (Students are at some risk of not meeting grade-level expectations and need intervention.)
- 19% Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.).

1st Grade:

- 20% Tier I
- 58% Tier II
- 22% Tier III

2nd Grade:

- 14% Tier I
- 41% Tier II
- 44% Tier III

3rd Grade:

- 22% Tier I
- 59% Tier II
- 20% Tier III

4th Grade:

- 11% Tier I
- 41% Tier II
- 48% Tier III

5th Grade:

- 14% Tier I
- 53% Tier II
- 33% Tier III

6th Grade:

- 12% Tier I
- 41% Tier II
- 46% Tier III

Formative Assessment:

- NWEA: The NWEA periodic assessments will be administered three times a year.
- ATLAS: The ATLAS will be administered in the spring semester of 2024.

The formative assessment goal for the 2023-2024 school year is to show growth throughout the school year.

Goal Two Action Statement:

- The plan of action to increase student achievement in Math:
- Barton Elementary will utilize the enVision math.
- Implement and maintain a data wall
- Provide classroom interventions
- Students in Tier II and Tier III will receive small group instruction to address remediation needs.
- Classroom teachers will analyze pre/post assessments to identify areas of weakness in order to guide their instruction.
- Use data from NWEA to guide instruction
- Use weekly classroom assessments to guide instruction in the form of, including but not limited to, open response questions

Target Date: May 2024

Person(s) Responsible: Rachel Smith, Brittany Mitchell, Sherry House, Lauren Harman, Travis Williams, Lauren Corder, Stephanie Davis, Renee Unger, Megan

Resources

Programs/Curriculum:

- enVision
- Supplemental enVision math resources

Assessments:

- NWEA
- ACT Aspire
- Istation (K-2)

Goal Three: Students will show growth on Science assessments.

2021-2022 ACT Aspire Summative Assessment Data for Grades 3-6:

Science- Percent of students that scored Ready and Exceeding

- 3rd Grade: 19%
- 4th Grade: 26%
- 5th Grade: 29%
- 6th Grade: 34%

3rd Grade Science Skill Proficiency:

- Interpretations of Data: 23%
- Scientific Investigation 21%
- Evaluation of Models, Inferences, & Experimental Results: 16%

4th Grade Science Skill Proficiency:

- Interpretations of Data: 24%
- Scientific Investigation: 28%
- Evaluation of Models, Inferences, & Experimental Results: 28%

5th Grade Science Skill Proficiency:

- Interpretations of Data: 31%
- Scientific Investigation: 29%
- Evaluation of Models, Inferences, & Experimental Results: 27%

6th Grade Science Skill Proficiency:

- Interpretations of Data: 34%
- Scientific Investigation: 38%
- Evaluation of Models, Inferences, & Experimental Results: 31%

Progress Monitoring: NWEA Science Data from January 2023

3rd Grade:

- 41% Tier I (Students are on track to meet grade-level expectations.)
- 47% Tier II (Students are at some risk of not meeting grade-level expectations and needs intervention.)
- 12% Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.)

4th Grade:

- 26% Tier I
- 41% Tier II
- 33% Tier III

5th Grade:

- 26% Tier I
- 42% Tier II
- 33% Tier III

6th Grade:

- 25% Tier I
- 40% Tier II
- 35% Tier III

Formative Assessment

- NWEA: The NWEA periodic assessments will be administered three times a year: fall, winter, and spring.
- ATLAS: The ATLAS will be administered in the spring semester 2024.

The formative assessment goal for the 2023-2024 school year is to show growth throughout the school year.

Goal Three Action Statement:

The plan of action to increase student achievement in Science:

- Barton Elementary will utilize the Elevate Science K-6

- Implement and maintain a data wall
- Provide classroom interventions
- Students in Tier II and Tier III will receive small group instruction to address remediation needs.
- Classroom teachers will analyze pre/post assessments to identify areas of weakness in order to guide their instruction.
- Use data from NWEA to guide instruction (3-6)
- Use weekly classroom assessments to guide instruction in the form of, including but not limited to, open response questions

Target Date: May 2024

Person(s) Responsible: Shelby Pryor, Shawna Helton, Lauren Corder, Pam Bonner, Megan Guthrie, Jake Gerrard

Resources:

Programs/Curriculum:

- Savvas

Assessments:

- NWEA
- ATLAS

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

Before the end of this school year we will have met all objectives and will have fully implemented all indicators. Our leadership team meets once a month to review and monitor our indicators and the progress made. The leadership team makes modifications to our indicators to make them more effective. 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.

Focus the principal’s role on building leadership capacity, achieving learning goals, and improving instruction

IE06 The principal keeps a focus on instructional improvement and student learning outcomes.(57)

Motivational Competency: Promote a growth mindset, stretch students' interests, connect learning to student aspirations to enhance students' engagement and persistence with learning

MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.(5537)

Provide a tiered system of instructional and behavioral supports and interventions

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)

FE06 The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

SE03 All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)