

# Our Direction

**Barton High School**

**Date of Report: 10/15/2019**

## **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 and Mathematics on the ACT Aspire state tests.

**Performance Measure(s)**

Performance Indicator: Act Aspire Formative		
Data Source: Act Aspire	Baseline Year: 2017-18	Baseline:
Target Date: 2019-20	Target:	Actual:

Performance Indicator: ACT Aspire Summative		
Data Source: Act Aspire	Baseline Year: 2017-18	Baseline:
Target Date: 2019-20	Target:	Actual:

Performance Indicator: Pre/Post Assessment		
Data Source: Pre/Post Assessment	Baseline Year: 2017-18	Baseline:
Target Date: 2019-20	Target:	Actual:

- Barton High School students will show growth in Science on the ACT Aspire state test.

**Performance Measure(s)**

Performance Indicator: Act Aspire Formative		
Data Source: Act Aspire	Baseline Year: 2016-17	Baseline:
Target Date: 2018-19	Target:	Actual:
Target Date:	Target:	Actual:

Performance Indicator: Act Aspire Summative		
Data Source: Act Aspire	Baseline Year: 2016-17	Baseline:
Target Date: 2018-19	Target:	Actual:

Performance Indicator: Pre/Post Assessment		
Data Source: Pre/Post Assessment	Baseline Year: 2016-17	Baseline:
Target Date: 2017-18	Target:	Actual:

- Barton High School students will show growth toward college readiness on the ACT Exam.

**Performance Measure(s)**

Performance Indicator: ACT Exam		
Data Source: ACT Exam	Baseline Year: 2018-19	Baseline:
Target Date:	Target:	Actual:

- Barton High School students will show increased participation in Community Service programs.

**Performance Measure(s)**

Performance Indicator: Community Service hours tracked at the school level.		
Data Source: School based data	Baseline Year: 2010-21	Baseline:
Target Date:	Target:	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

The Barton High School School Report Card can be found at [Barton High School Report Card](#).

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 355 students with an average class size of 12. Teachers have an average of 8.9 years experience. Our overall score rating score is 62.92 with a "C" rating. School student demographics consist of: 56.06% white, 40% African-American, and 1.41% Hispanic/Latino. Barton High School has 85.07% low-income and 100% participate in the free lunch program. 14.65% percent of our population is eligible to receive special education services. Our attendance rate is 94.1%.

Barton High School's Supplemental Compliance Report can be found at [Barton School Supplemental Compliance Report](#).

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 Summative Readiness Report](#)

[ACT ASPIRE Summative Skills Proficiency Spring 2018](#)

**Goal One:** Barton High School students will show growth in literacy and mathematics on the Act Aspire test for the 2019-2020 school year.

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

	Reading	English
7th grade -	20%	64%
8th grade -	34%	68%
9th grade -	25%	52%
10th grade -	30%	62%

**A. Summative:** According to the ACT Aspire Summative performance in Reading grades 7-10, data show students performing at 57% in Production of Writing, 54% in knowledge of language, 54% in Conventions of Standard English. Performance scores in reading show students performing at 29% in Key Ideals and Details, 36% in Craft and Structure, and 29% in Intergration of Knowledge and Ideas. Students performance in writing show 43% in Ideas and Analysis, Development and Support 42%, Organization 44% and Language Use and Convention at 50%.

**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 two times per year for formative assessment purposes. The ACT Aspire "Ready" status summary report for interim assessments can be found in the links above: (student outcome data)

**Action Statement:** Barton High School's plan of action to increase student achievement is as follows: 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 will receive professional development in the R.I.S.E. reading program in the summer of 2019. Each student will have an individualized goal based on summative, formative, and pre/post growth data. Certified staff will implement reading interventions for students "at risk" in Reading for grades 7-8. Barton High School will continue the 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. BHS will implement a school reading program called "One School, One Book". All staff and students will simultaneously read the same novels together throughout the school year.

**Target Date:** May 2020

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

## Resources:

Barton High School teachers will continue to utilize the Step Up to Writing model/R.I.S.E. Guide to Grammar and Writing ([ccc.commnet.edu](http://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 the Reading Apprenticeship Program ( Reading for Understanding) which improves disciplinary reading for career and college readiness. IReady reading software was purchased for grades 7-8 to provide supplemental intervention.

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

7th grade - 34%

8th grade - 40%

9th grade - 25%

10th grade - 16%

**A. Summative:** According to the ACT Aspire Summative performance in Mathematics grades 7-10, data shows the following: Students scored 50% in Number Systems, 34% in Statistics & Probability, 40% in Expressions & Equations. Students scored 30% at grade level in Geometry, 27% in Integrating Essential Skills, 25% in Justification and explanation, 32% in modeling and 25% 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 two times per year for formative assessment purposes. The ACT Aspire "Ready" status summary report for interim assessments can be found at the links above. 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 2019-2020 school year is to make continuous growth throughout the school year, meeting "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 2019-2020 school year is to show substantial growth on the formative assessments/pre and post assessments.

**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. Each student will have an individualized goal based summative, formative, pre/post growth data. Barton High School will implement an intervention program for all grades utilizing Mildred Forte. Barton High School will continue the 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.

**Target Date:** May 2020

**Person(s) Responsible:** Chenault, Allen, Forte, Goodin, Burkhead

**Resources:**

**Barton High School currently uses the Pearson Envision Math Curriculum and the pre and post assessments programs provided therein. IReady math software program was purchased for grades 7-8 to provide supplemental intervention.**

**Goal Two:** Barton High School students will show growth in Science on the Act Aspire test for the 2019-2020 school year.

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

7th grade - 21%

8th grade - 23%

9th grade - 25%

10th grade - 30%

**A. Summative:** According to the Act Aspire Summative performance in Science grades 7-10, data show students performing at 29% in Interpretation of Data, 28% in Evaluation of Models, Inferences, and Experimental Results and 24% in Scientific Investigation.

**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 two times per year for formative assessment purposes. Summary reports for science interim assessments can be found on link above.

**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 cooperative lab experiments across grade levels and staff. Teachers will put more emphasis on how to summarize and translate knowledge from laboratory experiences in constructed responses. Barton High School will continue to implement CSIM (innovators and makers with coding robotics for 7-8 grades which will be a feeder class for 9-12 engineering/robotic class). Barton High School will continue to offer the Unmanned Aircraft System grades 9-12 where students technical skills by building, repairing, and piloting drones. Barton will offer the STEM club and STEM related field trips. 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 continue the 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.

**Target Date:** May 2020

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

**Resources:**

**The Edulastic Interactive online assessment tool ([www.edulastic.com](http://www.edulastic.com)) is used to provide pre and post-test unit-specific assessments to track student growth.**

**Google classroom will be used to post tutorial materials and other class information for student and parent use.**

**Goal Three: Barton High Schools will show growth toward college readiness on the ACT exam.**

**Performance Data: Barton High School performance data reflects ACT average composite scores for 5 years of testing at 16.54. The number of students tested in the Spring 2018 was 54 with the following subject average: English 17.0, Mathematics 17.2, Reading 17.0, and Science 17.3. Skills proficiency performance per subject is as follows: English- Production of Writing 31%, Knowledge of Language 15%, Conventions of Standard English 28%; Reading- Key Ideals and Details 15%, Craft and Structure 13%, Integration of Knowledge and Ideas 17%; Math-Preparing for Higher Math 9%, Number & Quantity 26%, Algebra 15%, Functions 11%, Geometry 19%, Statistics and Probability 35%, Integrating Essential Skills 11%, and Modeling 13%; Science- Interpretation of data 6%, Scientific Investigation 7%, Evaluation of models/Inferences 9%**

**Action Statement:**

**Barton High School provides an annual "ACT Boot Camp" for all juniors to provide assistance, tutoring and test-taking skill prior to the spring ACT. Barton High School provides an opportunity for all juniors to take the ACT on campus free of charge each spring. All seniors are required to take a "Senior Seminar" course in which assistance, tutoring and test-taking skills are provided. Barton High School teachers use ACT Aspire and ACT Exam based questions and prompts in class to acclimate students to the skills and knowledge needed for the ACT Exam.**

**Target Date: May 2020**

**Persons responsible: Miller, Goodin**

**Resources:**

**University of Arkansas ACT Prep personnel to facilitate ACT Boot Camp. GRESC content specialists provide sample questions and materials. The Edulastic Online Assessment tool provides ACT style questions and prompts for use by teachers in the classroom.**

**Goal Four: Barton High School students will show increase participation community service programs.**

**Performance Data:**

**This data has not been tracked by Barton High School in the past. 2019-2020 will serve as the baseline year.**

**Action Statement:**

**Community service is a way to make a positive difference in the community. It is an opportunity to do something for others, use leadership skills, as well as personal talents and abilities. Community service may also improve a student's chances for college acceptance, for college scholarships and future employment. Each student graduating from Barton High School will be required to complete a minimum number of approved community service activities each year beginning in ninth grade. A file for each graduating class will hold documentation for community service activities. Students will turn into the principal's office a documentation form for each community service activity completed. Each activity will have an adult sponsor to supervise and verify the activity. Community service hours will be certified by a committee and totaled annually no later than the first Monday in May with yearly totals then communicated to individual students.**

**Target Date: May 2020**

**Person responsible: Goodin, Miller**

**Resources:**

**Community leaders to discuss and present community service opportunities with students.**

**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. Each team member contributes to the decision-making process. There is a consistent attendance rate of above 90% for leadership meetings. We have selected several indicators to address our stated goal. However, the Leadership Team will continue to monitor and assess throughout the 2019-2020 school year and select new indicators as needed.

**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)

**Expect and monitor sound homework practices and communication with parents**

IIIB01 All teachers maintain a file of communication with parents.(150)

**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)

**Make decisions to assist students based on data**

HS02 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.(5513)

**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)