

Our Direction

Barton Elementary School

Date of Report: 10/29/2020

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's Special Education students will show growth on ACT Aspire assessments.
- Barton Elementary students will be provided a safe learning environment. Students will follow rules, routines, and procedures to ensure the environment remains safe for all students. This is especially important during the COVID pandemic.

Performance Measure(s)

Performance Indicator: Cases of COVID-19 will be monitored daily to ensure that current protocol is being followed and is effective in reducing the spread of the virus. Administrators will monitor teacher and student behavior to ensure new protocols are implemented.

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|-------------------|----------------|-----------|
| Data Source: | Baseline Year: | Baseline: |
| Target Date: 2021 | Target: | Actual: |

- 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:

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 2018-2019 School Report Card, Barton Elementary School has an enrollment of 372 students with a student to teacher ratio of 10:1. Teachers have an average teaching experience of 14.8 years. Our overall school rating score is 72.35 with a "B" rating. School student demographic consists of 66.67% white, 28.76% African American, and 3.23% 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 93.01%. Note: Due to the COVID-19 pandemic there were no test results for the 2019-2020 report card.

2. Communication

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, STEAM 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.

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 75% Reading 47%
- 4th Grade: English 77% Reading 48%
- 5th Grade: English 72% Reading 44%
- 6th Grade: English 79% Reading 46%

Summative: According to the ACT Aspire summative performance in reading grades 3-6, students performed at 50% in Key Ideas and Details and 45% 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, students performed at 70% in Production of Writing and also in Conventions of Standard English. Grade 4-6 performed at 75% in Knowledge of Language.

According to the ACT Aspire Performance in Writing grades 3-6, students performed at 62% in the areas of Ideas and Analysis. Students performed at 63% in Development and Support. Students performed at 62% in Organization and 68% in Language Usage and Conventions.

Barton Elementary's English and Reading Goal for the 2020-2021 school year is to show growth in percentages of "Ready" status in the areas of Reading, English, and Writing. Note: All summative results are based on 2018-2019 results.

Progress Monitoring/ISIP (Istation): According to ISIP (Istation) Progress Monitoring assessment data (September 2019) for grades K-2 performance on the Reading portion of the test is as follows: Tier I (Students are on track to meet grade-level expectations.) 46%; Tier II (Students are at some risk of not meeting grade-level expectations and need continual intervention.) 33%; Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.) 20%.

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 the areas of weakness for students in Tier I for grades K-2 as follows:

- Kindergarten: Vocabulary 31% and Letter Knowledge 35%
- First Grade: Letter Knowledge 36%, Alphabetic Decoding 49%, and Comprehension 49%
- Second Grade: Comprehension 61% and Spelling 57%

Barton Elementary's English and Reading Goal for Progress Monitoring for the 2020-2021 school year is to show a reduction in Tier II and Tier III statuses.

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 Periodic Assessments (Oct. 2019) for grades 3-6 reflect the following: Key Ideas/Details 60%, Craft/Structure 56%, Production of Writing 43%, and Conventions of English 55%.

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

Barton Elementary's English and Reading formative assessment goal for the 2020-2021 school year 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 the school year. 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. Barton Elementary will implement the "Step Up to Writing" program to improve the production of writing skills and conventions of English for all grades K-6.

Target Date: May 2021

Person(s) Responsible: Katy Nichols, Katonya Sanders, Stephanie Davis, Carmen Dunigan, Amy Kinney, Bernie Winkel

Resources:

Goal Two: Barton Elementary Students will show growth in math on the ACT Aspire state tests for the 2020-2021 school year.

Performance Data: According to the 2018-2019 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: 71%
- 4th Grade: 64%
- 5th Grade: 48%
- 6th Grade: 61%

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/Operations Fractions: 8%
- Number/Operations Base 10: 7%
- Operations and Algebraic Thinking: 60%
- Geometry: 71%
- Measurement and Data: 73%

- Integrating Essential Skills: 62%
- Justification and Explanation: 58%
- Modeling: 65%

4th Grade

- Number/Operations Fractions: 55%
- Number/Operations Base 10: 64%
- Operations and Algebraic Thinking: 57%
- Geometry: 55%
- Measurement and Data: 73%
- Integrating Essential Skills: 50%
- Justification and Explanation: 57%
- Modeling: 52%

5th Grade

- Number/Operations Fractions: 39%
- Number/Operations Base 10: 49%
- Operations and Algebraic Thinking: 38%
- Geometry: 33%
- Measurement and Data: 18%
- Integrating Essential Skills: 33%
- Justification and Explanation: 31%
- Modeling: 51%

6th Grade

- The Number System: 58%
- Expression/Equations: 53%
- Ratios/Proportions: 44%
- 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 2019) for grades K-6, performance on the math portion of the test is as follows: Tier I 56%, Tier II 23%, and Tier III 20%.

The following skills were assessed on the ISIP Math Assessment: NS-Number System, MD-Measurement and Data Analysis, G-Geometry, CA-Computation and Algebraic Thinking

Data reflects the areas of weakness for students in Tier I for grades K-2 as follows:

- Kindergarten: Geometry 46%, Measurement and Data Analysis 50%
- First Grade: Measurement and Data Analysis 49%, Geometry 51%, Computation and Algebraic Thinking 51%
- Second Grade: Geometry 59%, Computation, and Algebraic Thinking 59% and Number Sense 63%

Barton Elementary Math Goal for Progress Monitoring for the school year is to show a reduction in Tier II and Tier III statuses.

Formative Assessment: Barton Elementary uses ACT Periodic Assessments three times a year for formative assessment purposes. Math performance "Ready" status for ACT Periodics (Sept. 2019) for grades 3-5 reflects the following: Number and Operations/Fractions 25%, Number and Operations/Base Ten 42%, Algebra 46%, Geometry 35%, Measurement and Data 33%. Grade 6 "Ready" status reflects the following: The Number System 38%, Expressions and Equations 27%, Ratios and Proportional Relationships 32%, Geometry 35%, Statistics and Probability 13%. Integrated Essential Skills was at 29% and Modeling was at 28%.

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

[ACT Periodics Summary 2018-2019](#)

Barton Elementary's Math formative assessment goal for the 2020-2021 school year 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 2021

Person(s) Responsible: Lauren Harman, Travis Williams, Sydney Schieffler, Martha Green, Amy Kinney, 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, 2019. This survey asked parents' opinions about our school's climate, academic

needs, and communication from school to home. One hundred thirty five parents returned this survey. 82% of parents agreed or strongly agreed that they or their child felt welcomed and looked forward to coming to school. The survey shows 88% agreed or strongly agreed that their child's academic needs are being met at Barton Elementary. 80% 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 on the school's website.

Conferences: Barton Elementary provides a Fall and Spring Parent-Teacher Conference each year. Our average parent attendance rate for 2018-2019 school year is 94%. Parent-Teacher Conference attendance averages can be found on the following link:

[2018-2019 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 2021

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's Students with Disabilities subgroup was 52.02% for the 2018-2019 school year. This score was below the State Average of 55.68%.

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 and IEPs to guide intervention services.

Target Date: 2022

Person(s) Responsible: Kajavia Woods, Renee Unger

Resources:

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

Our leadership team's progress in implementing indicators and meeting objectives has been very successful. We have 8 selected indicators with 7 indicators assessed. As of today we have 7 indicators planned with 5 indicators fully implemented. Before the end of this school year we will have met all objectives and will have fully implemented all indicators. Our leadership team meets twice 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. 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)
- IID03 Teachers receive timely reports of results from standardized and objectives-based tests.(101)

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

- 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)
- 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)