

School Plan

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BARTON-LEXA SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2014-2015

- The Barton-Lexa School District will:**
 - Graduate students ready to thrive in a global economy
 - Offer a diverse and multicultural learning experience and curriculum
- Believe all students can learn
 - Ensure students have the technology and resources necessary to succeed
 - Actively involve the parents and community
 - Regard each student as an individual with unique needs and aspirations
 - Successfully provide a safe and orderly school environment

Our Vision:
Turning today's learners into tomorrow's leaders

Grade Span:	Title I: Not Applicable	School Improvement:
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- Priority 3: Safe school environment.**
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- Priority 6: Improve Student Achievement**
Goal: All students in the Barton-Lexa School District will meet or exceed AMO on the State Mandated Assessments.

Priority 3:	Improve school environment by reducing incidents involving the use of drugs, tobacco, alcohol, and violence. <ol style="list-style-type: none"> 1. Data from the Arkansas Prevention Needs Assessment Survey (APNA) for 2013-2014 at Barton-Lexa School District revealed that of the students surveyed from grades 6, 8, 10, 12- 20% admitted using Marijuana at least one time in their lives and 14.6% in the past 30 days, students admitted to using the following drugs at least once in their life time: cocaine use was at 0.6%, inhalants at 4.1% and misuse of prescription drugs was at 11.8%. This shows an overall increase in Marijuana use over the last three years while other drug use has declined over the same time period. The APNA survey from 2012-2013 revealed that of the students surveyed, 17.8% admitted using marijuana at least once in their lifetime and 8.0% in the last 30 days, 1.1% had tried cocaine, 7.4% had tried inhalants and 10.9% had misused
Supporting Data:	

prescription drugs. The 2011 APNA at BLSD revealed that of the students surveyed 16.5% admitted using marijuana at least once in their lifetime and 3.6% in the 30 days prior, 0.5% had tried cocaine, 10.8% had tried inhalants and 13.8% had misused Prescription Drugs. The percent of overall drug use over the past year remained unchanged at 24.4%.

2. The APNA pointed out that there was a decrease in the number of students using tobacco products over last year. In 2013-2014, 27.4% of the students surveyed reported smoking cigarettes with 13.4% in the last 30 days, and chewing tobacco was down to 16.1% and 5.65 used in the past 30 days. This information shows a significant reduction in the use of tobacco products over the three year period. The 2012-2013 data shows 31.7% of the students reported using cigarettes which is down from the 36.7% in 2011-12 and 13.3% smoked in the previous 30 days whereas only 12.2% admitted smoking in the previous 30 days at the same time in 2011-2012. Also in 2012-13 chewing tobacco use was at 25.6% with 12.2% using the product in the previous 30 days.
3. Alcohol use has shown a continuing decline over the past three years from 55.1% in 2011-12 to 43.0% in 2013-2014. While Alcohol usage is down binge drinking is up from 10.7% in 2011-12 to 19.0% in 2013-2014 according to the APNA Data which also reported very slight decrease in the percentage of students having had alcohol in the last 30 days.
4. The 2013-14 APNA data shows that 12.0% of students at BLSD had attacked someone with the intent of doing harm. This is down from the past two years. In 2012-2013 data revealed 19.1% of students had attacked someone with intent to do harm and in 2011, 17.7% of those surveyed had attacked someone with intent to do harm. The 2013-2014 data revealed that 4.9% of students carried a hand gun while in 2012-2013, 8.5% admitted to carrying a hand gun and 5.5% in 2011-12. Students who said they brought a hand gun to school has increased since 2011-2012. No one admitted to carrying a gun to school in 2011-12 while there were 0.5% students in 2012-2013 and 1.6% in 2013-2014 who reported bringing a gun to school.
5. Data from 2013-2014 APSCN report revealed that disorderly conduct and insubordination continue to be the largest area of reported discipline incidents as was in the 2012-2013 school year. Also in 2013-2014 there were 6 incidents of bullying which remained the same as last year, 22 incidents of fighting, none were reported last school year, 5 reports of student assault which was down by 14 from the previous year, 1 knife violation, 6 drug incidents up from last year; 1 report of vandalism and 5 incidents of tobacco use which was down from 16 reported the year before. In 2012-2013 APSCN showed there were 3 incidents of vandalism reported, 1 weapon violation, 1 incident of a prescription drug violation, 16 tobacco, 6 bullying and 14 incidents of student assault. APSCN data for the 2011-2012 school year regarding discipline at the school shows insubordination and disorderly conduct continue to have the largest number of incidents reported. There was only 1 incident of vandalism, 0 weapons violations and 90 fighting incidents reported. For the 1st time there was 1 teacher assault and 1 student assault reported. There was also 1 incident of tobacco use reported on campus. Over all, the total number of incidents has either remained the same or begun a slight decline over the past two years, but is still up over the 2011-2012 school year.

Goal	All students in the school will be safe from drugs, alcohol,tobacco and violence with no reported incidents.
Benchmark	Annually, the number of recorded incidents of the use of drugs, tobacco, alcohol and participating in violence will be reduced by 5% as evidenced by the results of a student survey and APSCN Reports.

Intervention: Implement Effective Safe and Drug Free School (SDFS) Strategies to Eliminate Incidents of Drug, Tobacco, Alcohol Use and Violence.
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Scientific Based Research: Behavior-Management Techniques for Safe Schools. Classroom Tips,

American Federation of Teachers, March 2010; Reducing Adolescents' Involvement with Relational Aggression, Psychology in Schools, July 2010. Renee Moilanen. "Just Say No Again: The Old Failures of New and Improved Anti-Drug Education". Reason pp.16. (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>4. District operating funds will be used to provide teachers and support staff members Professional Development related to using the materials and strategies in working with students and parents to reduce incidents of drug, tobacco, alcohol use and violence. Training will be conducted by an agency such as, Delta AHEC, who has training and expertise in using supplemental materials to reduce the use of drugs, tobacco, alcohol, and violence. The effort is directed toward the improvement of student health.</p> <p>Action Type: Professional Development Action Type: Special Education Action Type: Wellness</p>	Tom Wilson, Superintendent; Bernie Winkel and Chris Goodin, Principals	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>3. District funds may be used to implement programs such as "Red Ribbon Week" . "Prom</p>	Tom Wilson, Superintendent, Bernie Winkel and Chris Goodin, Principals	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Community Leaders District Staff Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Promise" or "Yes Team" to encourage students to be tobacco, drug and alcohol free. Parents will be invited to participate in these activities with their students. During these activities, staff will provide parents with information on the programs and how they may assist in the home. Staff, AHEC or other guest speakers will provide motivational type activities. Parents will be kept informed as to the progress of the programs.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>				
<p>1. District staff members will administer a survey to students to be used to determine whether the benchmark set for the program has been achieved. The results of the survey along with the APSCN Report will be used to determine the degree of success and whether a 5% reduction in incidents</p>	<p>Tom Wilson, Superintendent, Bernie Winkel and Chris Goodin, Principals</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

involving drugs,tobacco, alcohol, and violence was achieved. Action Type: Program Evaluation				
5. NSLA funds will be made available to hire a School Resource Officer(SRO),a n employee of Phillips County Sheriff's Department, whose job duties will include strategies tied to improving achievement of students at-risk. (M. Crawford- FTE 1.00) (2281-2660) Action Type: Collaboration Action Type: Equity	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	NSLA (State-281) - \$41000.0 Purchase 0 d Services: <hr/> ACTION BUDGET: \$41000
6. If funds are available Title VI State funds will be used to up-grade security and/or internet capabilities on the campuses. Costs will include but will not be limited to the upgrade and purchase of approximately 3 security cameras. Licensing and installation will be included in costs. (6784-2660) Action Type: Technology Inclusion	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015		Title VI State - Purchased \$3000.00 Services: Title VI State - Materials & \$4700.14 Supplies: <hr/> ACTION BUDGET: \$7700.14

Total Budget:	\$48700.14
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Priority 5: Wellness

Supporting
Data:

1. **Body Mass Index (BMI):** In 2013-2014 of 238 elementary students tested 39.5% of the male and 35.2% of the female population were overweight or at risk of becoming overweight. This shows the BMI of the male group remained relatively the same while the female group tested decreased by 15.9%. In 2012-2013 a total of 257 students tested show 39.2% male and 51.1% female were overweight or at risk of becoming overweight. In 2011-2012 a total of 243 students tested revealed that 43.6% of the males and 36.8% of the females were overweight or at risk of becoming overweight. During this most recent three year period an average of 40.8% of the male students and 41% of the female students were categorized as overweight or obese. Three year trend data shows an improvement in BMI for Barton Elementary. **Body Mass Index (BMI):** In 2013-2014 a total of 122 Barton High School student's BMI was assessed and show 42.2% of the 64 male students were overweight or at risk of becoming obese and 39.7% of the 58 females measured were overweight or at risk. Over the three year period the average of male population overweight or at risk is 41.5% which is a slight increase and the female average is 46% which shows a decrease in BMI averages. In 2012-2013 a total of 127 High School students were tested, 64 male and 63 female. The BMI showed 43.8% male and 34.9% female were overweight or at risk. In 2011-2012 a total of 62 males were tested, 38.7% were overweight or at risk. Of the 56 female students tested, 51.8% were overweight or at risk.
2. **School Health Index Evaluation (SHI):** The results of the SHI for Barton Elementary School for 2013-2014 were as follows: Module 1; 84% Module 2; 82% Module 3; 90% Module 4; 88% Module 5; 97% Module 6; 83% Module 7; 88% Module 8; 89% The results of the SHI for Barton Elementary School 2012-2013 were as follows: Module 1, 60% Module 2, 71% Module 3, 59% Module 4, 65% Module 5, 73% Module 6, 83% Module 7, 88% Module 8, 78%. **School Health Index Evaluation (SHI):** The results of the SHI for Barton Elementary School for 2011-2012 were as follows: Module 1; 57%, Module 2; 71%, Module 3; 59%, Module 4; 65%, Module 5; 77% Module 6; 83%, Module 7; 81%, Module 8; 78%. The average results of the SHI Evaluation for the Barton-Lexa Elementary School for 2011-2014 school years showed the percentages as 67% for Module 1 (School Health and Safety Policies and Environment), 75% for Module 2 (Health Education), 69% for Module 3 (Physical Education and other Physical Activity Programs), 73% for Module 4 (Nutrition Services), 82% for Module 5 (School health Services), 83% for Module 6 (School Counseling), 86% for Module 7 (Health Promotion for Staff), and 82% for Module 8 (Family and Community Involvement). **School Health Index:** : The results of the SHI for the Barton High School for 2013-2014 are as follows: Module 1; 85% Module 2; 84%, Module 3; 86%, Module 4; 93%, Module 5; 94%, Module 6; 81%, Module 7; 86%, Module 8; 94%. The result of the SHI for Barton-Lexa High School for the 2012-2013 school year are as follows: Module 1, 57% Module 2, 71% Module 3, 59% Module 4, 65% Module 5, 77% Module 6, 83% Module 7, 81% and Module 8, 78%. The results for the SHI for Barton-Lexa High School for the 2011-2012 school year showed the percentage for Module 1 as 56%, Module 2 as 69%, Module 3 as 63%, Module 4 as 71%, Module 5 as 84%, Module 6 as 76%, Module 7 as 81%, and Module 8 as 78%. The three average results of the SHI Evaluation for the Barton/Lexa High School from 2011-2014 showed the percentage as 66% for Module 1 (School Health and Safety Policies and Environment), 75% for Module 2 (Health Education), 69% for Module 3 (Physical Education and other Physical Activity Programs), 76% for Module 4 (Nutrition Services), 85% for Module 5 (School health Services), 80% for Module 6 (School Counseling), 83% for Module 7 (Health Promotion for Staff), and 83% for Module 8 (Family and Community Involvement).
3. **Attendance Rate:** Attendance rate for Barton Elementary in 2013-14 95.73% in 2012-13 was 93.72% and for 2011-12 was 91.13% During the three-year

period, the average attendance rate was 93.53%. The attendance rate for Barton Elementary continues to climb. **Attendance Rate:** In 2013-14 the attendance rate for Barton High School was 93.62%, in 2012-13 was 92.96% and 93.50% in 2011-2012. The average for the three years is 93.36. The average attendance rate shows a slight increase over the three year period. In 2011, the attendance rate was 93.5%

4. **Graduation Rate:** Barton-Lexa High School Graduation Rates: In 2013-2014 the graduation rate for Barton-Lexa High School was 93.44% exceeding our amo of 78.95% by 14.49%. Barton received a rating of ACHIEVING in All categories. In 2012 the graduation rate was 84.72% exceeding our AMO of 77.08% for all students. In 2012 the graduation rate for our TAGG was 85.37% Exceeding our AMO of 67.48%. In 2011, the graduation rate was 79.6%.

Goal To provide improvement in students' and staffs' overall health and wellness.

Benchmark N/A

Intervention: Provide Administrative support to individual schools in the implementation of their comprehensive wellness program in Grades K-12.				
Scientific Based Research: Breakfast Habits, Nutritional Status, Body Weight, and Academic Performance in Children and Adolescents. G. Rampersaud, etc. al. Journal of the American Dietetic Association (2005). No. 105 (5): pp. 743-760. Food Insufficiency and American School-Aged Children's Cognitive, Academic, and Psychosocial Development. K. Alaimo and E.A. Frongillo Jr. Pediatrics (2001). No. 108 (1): pp. 44-53.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
5. A local Wellness Committee has been established and will continue to function during the school year. The make-up of the committee included persons representative of the board of education, administration, food service, teachers, parents, students and professional groups such as nurses and community members. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
3. The School Wellness Committee working in cooperation with the board of education and district personnel will revise and refine the District Wellness Policy each year and submit it to the Child Nutrition Section at the ADE. Action Type: Alignment Action Type: Parental Engagement	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
4. The Wellness Committee will meet periodically to implement Section 4.03 of Act 1220 to include involvement in assessment, implementation, and evaluation of the program. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
2. Training through Healthy Generation and other sources will be provided to the members of the Wellness Committee, district staff, support personnel, parents, students, and other interested community members related to the successful implementation of the comprehensive wellness program. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
1. Annually the effectiveness of the intervention will be determined using the results of the School Health Index (SHI) and the Body Mass Index (BMI) along with the recommendations of the Wellness Committee and Superintendent observations. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Principals, School Nurse, Katie Privett, CSHC Stacey Morris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 6: All students in the Barton-Lexa school District will meet or exceed the necessary AMO on State Mandated Assessments.
- Supporting Data:
1. The 2013-14 Arkansas School ESEA Accountability Report indicated that Barton-Lexa School District had an overall rating of Needs Improvement. The district's percent tested and graduation rates are Achieving. The overall Literacy and Math ratings are Needs Improvement. The enrollment for the 2013-2014 school year was 831 with attendance at 94.69% and a 75.69% poverty rate.
 2. The 2013-14 Arkansas School ESEA Accountability Report indicated that Barton

Elementary School had an overall rating of Needs Improvement. There were 422 students enrolled with an attendance rate of 95.73% and a poverty rate of 80.09%. The percent of students tested was Achieving at 99.16%. The literacy rating was also Achieving at 81.30% but our math rating is Needs Improvement at 73.91%. The TAGG population in literacy was Achieving at 77.96% and Needs Improvement in Math TAGG population with a 69.89% rating.

3. The 2013-14 Arkansas School ESEA Accountability Report indicated that the Barton High School had 409 students enrolled with an average attendance rate of 93.62% and a poverty rate of 71.15%. Overall High School status shows the "percent of students tested" at 97.24%, "attendance rate" 93.62, graduation rate at 93.44% were achieving while Literacy 67.16% and Math at 49.80% all received a rating of Needs Improvement. The TAGG population met growth at 75.76% for Literacy. The TAGG population for Math dropped to Needs Improvement at 53.54%.
4. The ESEA Accountability Report for 2013-14 Barton-Lexa School District in Literacy indicated all students made 74.65% not meeting performance AMO of 78.10%. TAGG students' literacy performance was 72.21% not meeting the 74.13% performance mark. All students' growth percentage was 73.17% not meeting the 74.70% required. The TAGG population had 72.15% which met the AMO of 71.19% in Literacy. Economically disadvantaged students performance of 73.10% did not meet the needed 75.45% but they did make the 72.18% needed to make growth reaching 72.96%. Students with disabilities performance was 21.15% not meeting the 42.65% required. Growth for this same group was 23.33% not meeting the 43.75% needed. In mathematics all students' performance was at 61.33% not meeting the 77.04% needed. TAGG performance of 58.66% did not meet the goal of 72.81%. Growth for all students was at 50.50% not at the 65.67% needed. The TAGG population was at 47.18% not at the 63.29% needed. Economically disadvantaged students' performance was at 59.58% not the 73.47% needed neither did they meet the growth mark with 47.95% and 64.11% needed. Students with disabilities score was 19.64% not meeting the performance goal of 42.65% they did not make growth with 12.50% needing 35.72%.

Goal All students in the Barton-Lexa School District will meet or exceed AMO on the State Mandated Assessments.

Benchmark Annually, the number of students scoring proficient on the State Mandated Exams will meet or exceed the percentages necessary to meet Annual Measurable Objectives(AMO) as determined by the Flexibility Waiver mandates. Principal walk-throughs will help identify measures used which lead to improved AMO's.

Intervention: Administrative Support: Implement/continue to implement a program to provide sufficient administrative support and other services to successfully implement, manage, and evaluate the Title I, State Categorical Funding to include NSLA, PD, etc and other federal Title programs, enhancing achievement in Mathematics and Literacy for all students.

Scientific Based Research: The Heritage Foundation. Close Look at Title I, the Federal Program to Aid Poor Children. Nina Shokraii Rees & Valena Plisko, Associate Commissioner, NCES. "The condition of Education 2003". Commissioner's Report NCSE (2003)

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. PD funds will be used to provide professional development to teachers and administrators to include Special Education. Topics covered will be related to the State	Tom Wilson, Superintendent; Principals	Start: 07/01/201 4 End: 06/30/201 5	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	PD (State-223) - \$23552.8 Purchase 3 d Services: <hr/> ACTION \$23552.8 BUDGET: 3

<p>Mandated training to include but not be limited to Arkansas History, Parent Involvement, Mandatory Reporting, Technology, Use of Data; TESS; and other topics which are appropriate. The training will be provided by the GREC and other providers as needed. Costs to include cost of substitutes and their benefits, workshop fees (including Salary/Benefits for teachers) consultants, and travel to include mileage and lodging and meals if needed (2223-2210)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>8. Implement/continue to implement a K-6 program using Title 1 funds to improve the academic success of at-risk students. The program will be research-based and use up-to-date strategies in regard to the instruction. The program will be centered around the requirements in the Common Core Standards supplemented with Successmaker Software, Reading Recovery and individualized and</p>	Tom Wilson, Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

small group instruction. Action Type: Alignment Action Type: Equity				
2. Title I funds budgeted to purchase supplies to use in the administration of the Title I program. These supplies will include paper, toner, printing, stamps, etc. Funds will also be used to pay conference fees to include travel expense and lodging for program administrators. (6501-2324) Action Type: Alignment	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Purchase \$1145.86 Services: Title I - Materials & Supplies: \$384.29 <hr/> ACTION BUDGET: \$1530.15
5. Title I funds will be set aside to purchase items for homeless children and youth that are necessary to remain in school and cannot be obtained from other agencies or from the residence of the child. Dental care, glasses, doctor and/or clothing are examples of things that may be provided. Students that are homeless are identified through established procedures by the homeless education liaison, who provides professional development to all staff in learning how to identify homelessness. Most of our homeless needs are met through the generosity of the local church and other individuals but due to our rural area and the economic	Tom Wilson, Superintendent; Yvonne Wooten, Homeless Liaison	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Purchased Services: \$734.00 Title I - Materials & Supplies: \$734.00 <hr/> ACTION BUDGET: \$1468

<p>downturn, we have set aside funds to serve appx. 2 students as well as provide conference fees and travel expenses for state conference. (The cost per child allowance for 2013-2014 Title I was \$734.00 X 2) (Yvonne Wooten, Counselor and Homeless Liaison, Janet Woods, Fed. Programs) (6501-3355)</p> <p>Action Type: Equity</p>				
<p>6. Title II-A funds will be used to provide professional development to all staff members in the area of working with at-risk children with emphasis on the Common Core State Standards. Outside consultants will be contracted to provide professional development services on activities such as Teaching by Design, and Teaching with Cooperative Learning Groups. The focus will be on the Common Core Content Standards and CCSS Eight Mathematical Practices and Teaching Across the Curriculum as well as Parental Involvement activities, PD related to Teaching with Technology, conferences, registration fees and travel reimbursement. Materials and supplies will also be used to purchase items used in make</p>	<p>Tome Wilson, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>Title II-A - Purchase \$28148.11 d Services: Title II-A - Materials \$2151.47 & Supplies:</p> <hr/> <p>ACTION \$30299.5 BUDGET: 8</p>

and take activities for parental involvement. Paper, markers, chart paper etc.(6756-2210) Action Type: Alignment Action Type: Equity Action Type: Professional Development				
4. Evaluation of the support program for the 2013-2014 school year will include both process and outcome. Principals will monitor the program progress on a regular basis with the Superintendent monitoring on a periodic basis. Problem areas will be identified and corrected during the year. Final outcome will be determined by the results of the State Mandated Testing showing that the goals of the schools were achieved and the AMO for each group was met as set by ADE. Action Type: Program Evaluation	Tom Wilson, Superintendent; Bernie Winkel and Chris Goodin, Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
3. ALE funds will be used provide a new Alternative Learning Environment at the Barton-Lexa School campus. The program will be designed to provide guidance, counseling and structured academic support to students experiencing emotional, social or academic difficulties. The program is staffed by a certified para-professional who facilitates	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ALE (State-275) - \$2000.00</p> <p>Capital Outlay:</p> <p>ALE (State-275) - Purchase \$2000.00</p> <p>d Services:</p> <p>ALE (State-275) - Materials \$1011.46</p> <p>& Supplies:</p> <p>ALE \$6387.00</p>

<p>instruction provided by certified teachers. The academic content is provided by certified teachers employed by Virtual Arkansas and through the A Plus online learning program. The ALE program has been approved by the AR Dept. of ED. A student recommended for the program must exhibit two or more of the following criteria for placement: disruptive behavior, drop out of school, personal or family problems or situations, recurring absenteeism, transition to or from residential programs or situations that negatively affect a student's academic and social progress. A committee consisting of a parent, the student, principal, ALE director, the counselor, teacher, and Dean of Students will determine placement and develop a plan of action to meet the student needs. As the student meets the goals set forth by the committee, he/she will be considered for transition back to the regular classroom. At this time an exit conference will be held. As the student transitions to regular classes, he/she will be monitored daily for 2-4 weeks. Transition will be</p>				<p>(State-275) - Employee Benefits: ALE (State-275) - Employee Salaries:</p> <hr/> <p>ACTION \$32689.4 BUDGET: 6</p>
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<p>considered final if success with regular placement is maintained. If progress is not maintained, the placement committee will re-convene. The program will have a student/facilitator ratio of 5:1. The ALE program focuses on the requirements that will lead to students meeting high school graduation on a schedule that will allow them to graduate with their class if possible. Funds are set aside to purchase a computer, printer and daily materials, a Smart Board will also be purchased as well as professional development at the Annual Alternative Ed. Conference: "Second Chances for Better Choices" for Tiffany Clemons, facilitator, which will include travel, lodging and meals. (1.0 FTE Tiffany Clemons) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>10. Title II-A funds spent for professional development as part of the Teach for America Program. Funds will be used to paid for intense PD provided by Teach for America, AR during the summer. (4 x \$400.) (6756-</p>	<p>Tom Wilson, Superintendent, Chris Goodin, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title II-A - Purchase \$16000.00 d Services:</p> <hr/> <p>ACTION BUDGET: \$16000</p>

2210) Action Type: Professional Development				
32. Title II-A funds will be used to provide additional professional development (purchased services) and activities for all staff members designed to increase student achievement. This is above the required 60 hours and will include individuals from Educators Consulting Services, fees for the SWOW conference as well as costs incurred through travel and lodging. Costs will also include pay to Sub-Teach for substitutes. (6756-2210) Action Type: Collaboration Action Type: Professional Development	Tom Wilson' Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	Title II-A - Purchase \$10400.00 d Services: Title II-A - Materials \$2000.00 & Supplies: <hr/> ACTION BUDGET: \$12400
11. Title VI Funds will be used to provide speakers such Hadden Hendricks or Ron Cole which provide positive role models and encourage struggling students by suggestion ways to overcome adversity thus helping close the achievement gap. (6784-1545) Action Type: Collaboration Action Type: Equity	Principals, Chris Goodin, Bernie Winkel, Principals.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	Title VI State - Purchase \$1000.00 d Services: <hr/> ACTION BUDGET: \$1000
13 A peer review by the leadership team will be conducted to review completed district ACSIP. The review will result in an approval by the	Janet Woods, Federal Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

peer group. The review will take place before the last week in September. Action Type: Alignment Action Type: Program Evaluation				
13. Title II-A funds will be used to provide a yearly stipend of \$2500 for each staff member who has acquired National Board Certification. This acts as an incentive in recruiting highly qualified teachers in the areas most needed at Barton. (Monique Miller and Shelvy Hunter) (stipend X 2 teachers, \$2500 and Benefits \$800) (6756-2572) Action Type: Collaboration Action Type: Professional Development	Tom Wilson Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title II-A - Employee \$5000.00 Salaries: Title II-A - Employee \$1600.00 Benefits: <hr/> ACTION BUDGET: \$6600
14. PD Funds will be used to provide meaningful professional development activities in grades K-12 based on a teacher's needs assessment designed to improve classroom and computer based instruction. Materials and supplies to include handouts, chart paper, markers and the like will also be purchased using the PD funds. (Stacy Livingston FTE.20)(2223-2213) Action Type: Professional Development	Stacy Livingston, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	PD (State-223) - Materials & Supplies: \$1000.00 PD (State-223) - Employee Benefits: \$1855.00 PD (State-223) - Employee Salaries: \$6182.00 <hr/> ACTION BUDGET: \$9037
Title I funds will be used to employ a part-time Title I	Tom Wilson, Superintendent	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee \$16607.00

Coordinator (.25) to work closely with the administration, Title I staff and other district staff to provide technical assistance to the program development, financial management, and evaluation of the Title I programs. (Janet Woods) (6501-2324)		End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	Salaries: Title I - Employee \$3833.00 Benefits: <hr/> ACTION BUDGET : \$20440
Title VI State funds will be used to provide additional professional development to all teachers including Special Education, those skills needed to improve technology in the classroom, skills designed to increase proficiency levels in order to meet AMO's and the proficiency levels of the TAGG population, and training as it relates to the TESS evaluation program. Costs will include salary/benefits for substitutes, trainers: conference/registration fees, travel expenses, food, lodging, as well as necessary materials and supplies. (6784-2210) Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	Title VI State - Purchased Services: <hr/> ACTION \$12926.1 BUDGET: 1
Total Budget:				\$167943.13
Intervention: Implement Parent Involvement				
Scientific Based Research: What Works in Schools: Translating Research Into Action. "Parent and Community Involvement" Robert J. Marzano. Association for Supervision and Curriculum Development. Alexandria, VA(2003) pp. 47-52.				
Actions	Person	Timeline	Resources	Source of Funds

	Responsible			
<p>1. Implement/continue to implement a parent involvement program at both the district and school levels to involve all parents in all aspects of the school program. The program will include the items specified in Act 307 as well as other laws or regulations. Components will include (1) Information Packets, (2) Four meetings each year, (3) Volunteer Resource Book, (4) Process for Parents to follow to resolve concerns, (5) Two seminars on how parents can be involved in decisions, (6) Enabling procedures for PTA/PTO, and (7) Use of Parent Facilitator. The program shall include conducting two parent-teacher conferences each year and training of teachers and administrators, procedures for smooth transition from school to school, notification of parents of the status of the school in regard to school improvement and completing the parent, student, teacher compact. Action Type: Parental Engagement</p>	Tom Wilson, Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>2. Provide training to teachers and administrators in parental involvement. Teachers and administrators will receive training on techniques to encourage parent participation and involvement in the educational process as well as setting expectations and creating a climate</p>	Tom Wilson, Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development				
4. Administrators, teachers and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
5. Parent Facilitators, principals and teachers will work collaboratively with parents to determine the degree of success for the program in 2014-2015. Principals will monitor the progress of the program during the year and make adjustments as needed. Outcome will be determined by the results of a parent survey completed at the end of the year measuring changes in attitude with regard to the effectiveness of the program. Results will be shared with all groups. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
6. Principals at each school will designate two parent-teacher conferences to be conducted during the year. Additional	Principals, Chris Goodin and Bernie Winkel	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

conferences may be scheduled as needed. Action Type: Collaboration Action Type: Parental Engagement				
8. Staff members will introduce strategies for effective parent involvement that would provide joint collaboration with parent, community, stakeholders, teachers, etc. that include (1) placing parents, teachers and stakeholders on the school and district ACSIP committee, (2) encouraging parents to take part in all school activities and play a major role in the education of their children, (3) keeping parents and others informed and up-to-date with regard to the progress being made in the school through announcements in newspapers, radio, school cast, school website, or newsletters; meetings and conferences. (4) involving parents, teachers, and others in assessing the needs of the school. Evaluation will include the parent coordinator maintaining records of the number of parents attending school activities and meetings at the end of the reas as compared to the previous year. (8.H) Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Janine Sain, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
9. Implement effective parental involvement strategies to engage	Janine Sain, Parent Facilitator	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

<p>parents in becoming involved with the schools to develop policies/programs to improve student achievement through (1) requiring a minimum of two planning meetings each year with parents to review and develop policies and programs, (2) encouraging parents to take part in planning meetings with school staff to review programs of the school and the progress of their child in these programs, (3) educating and informing parents on understanding test results, and the progress being made by their student, and (4) encouraging parents to make recommendations and to make their ideas known and available to the school staff . (8H)</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>		07/30/2014	<ul style="list-style-type: none"> Teachers 	
<p>10. Implement strategies to improve parental involvement in pre-K school programs to include: (1) developing activities that would encourage parents to participate in the classroom learning activities, (2) providing training to parents in regard to assisting their child at home and at school and becoming an equal partner in the education of the child, (3) encouraging parents to spend extra time with their children at home in learning activities such as reading and hands-on games. (4)</p>	<p>Pre-School Director, Parent Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

encouraging parents to develop a home library of books and magazines to include items of interest for students and (5) encouraging regular attendance at school activities and programs with their children to include providing them with a schedule of events. (8H) Action Type: Equity Action Type: Parental Engagement				
11. Staff members at each school will conduct an annual assessment of the effectiveness of the parent involvement program and the efficient use of academic and non-academic activities. The district Parent coordinator will assist schools in accomplishing this task. Components will include (1) organizing a committee of teachers and parents to plan the assessment strategies, develop the instruments to use and conduct the survey, and tabulate the results, (2) develop the strategies to be used, (3) develop and publish the survey instrument(s) to be used. (4) administer the survey, (5) tabulate the results of the survey, and (6) announce the results of the survey to all groups and parties involved. The survey will be designed to reveal the degree of effectiveness of the parent involvement program and the degree of efficiency of academic and non-academic activities. The results of	Janine Sain, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

the annual survey will be used to plan and develop more effective programs for the future.(8.H) Action Type: Collaboration Action Type: Parental Engagement				
12. District support for the school to build parental capacity for involvement will include the following components, (1) Provide parents at each school with training to assist them to understand context, how to monitor their child's progress, and help them understand the Standards and academic assessments, (2) Provide parents training that will assist them to work with the children to improve academic achievement by using materials that are available, (3) Provide teachers and staff members with specific training to better understand the importance of effective communication and the value and utility of contribution of parents, (4) Assist school staff members and parents to coordinate and integrate programs and activities to include development and publication of a calendar of events, (5) Develop and publish a newsletter to send to parents that school and district staff may send information to parents that is proofed to ensure that it is easily understood, and (6) Provide other support as may be needed and as may be requested by parent. Title VI state funds will be used to	Janine Sain, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015		Title VI State - Materials \$3000.00 & Supplies: <hr/> ACTION BUDGET: \$3000

provide materials and supplies.(6784-2170) Action Type: Collaboration Action Type: Parental Engagement				
Title I funds (for grades K-6 Title I students only) will be budgeted to provide supplies for parental involvement. Staff members will conduct a number of meetings and conferences to enhance the involvement of parents in all phases of the program and to make parents a part of the education process of their children. These sessions may include parenting activities, open house, parent-teacher meetings and other programs. (6501-2170) Action Type: Parental Engagement	Tom Wilson, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	Title I - Materials & Supplies: \$300.00 <hr/> ACTION BUDGET: \$300
Total Budget:				\$3300

Intervention: Title I-Part A-Neglected and Delinquent Student Services.

Scientific Based Research: Scientific Based Research: Leon, Peter. Mulcahy, Candice, and Wilson, Michael Making it Count: Strategies for improving mathematics instruction for students in short term facilities. The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent or At Risk. August 2010. Camblum Learning Group. Sopris West Research and Evaluation. Safe, Supported, Successful Schools Step By Step. 2008

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Information gathering consultation was completed on August 26, 2014 at Barton School with the teaching parents and Janet Woods. Discussed were needs of the girls. A walk-through at the Home will be conducted by the Federal Programs Coordinator from the school district and Polk-More Home administrators. Information gathering will be an on-going process throughout the year. Action Type: Equity	Janet Woods, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
<p>2. The initial meeting for 2014-2015 school year was held on August 26, 2014 at Barton School District to discuss the continuance of services for the girls in the home and to assess the needs of the students. The meeting was attended by Tonya and Richard Turner, Teaching Parents, Yvonne Wooten, Counselor and Janet Woods, Federal Programs Coordinator. Regular meetings will be held throughout the year on as as needed basis. Meetings will ensure that the needs of the students are being met and that mandated guidelines are being upheld.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	Janet Woods, Federal Programs	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>3. The Barton-Lexa School District will provide Tutoring services to those students at the Polk-Moore Methodist Home based on the student individual educational needs determined by standardized assessments, teacher input, current grades, point-in-time assignments, etc.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	Janet Woods, Federal Programs Coordinator	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>4. Federal guidelines mandate that any equipment that is bought for use by a neglected and delinquent facility must be such that if the facility were to ever cease operation, the equipment could and would be returned to the school district as it is part of the district's inventory. Consumable</p>	Janet Woods, Federal Programs	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>materials and software may be purchased with these funds as long as they are utilized by the school-aged students residing in the facility. Supplemental tutoring services may be provided on-site or at Barton School District by tutors who are designated as Barton School District Employees. Also employees of the Polk Moore Methodist Home will be invited to take part in any professional development activity that is held in the district through out the year and during summer that might be beneficial to serving the educational needs of the school aged residents. There will be a collaboration of effort between the district and Polk-Moore officials to ensure that educators in the district and employees at the facility are receiving training that would allow those students to be more academically and even socially successful.</p> <p>Action Type: Collaboration Action Type: Equity</p>				
<p>5. Title I funds have been budgeted to ensure that the services provided to the K-12 students from neglected institutions address their specific needs and are equitable with those received by other students. This action will result in meeting the requirements of the Title I program in regard to budgeting funds for this purpose. These funds have been placed in the category of purchasing instructional materials, books to develop a love for reading, and supplies for after school tutoring</p>	Janet Woods	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Purchased \$3400.00 Services: Title I - Materials & Supplies: \$400.01 Title I - Employee Salaries: \$4000.00 Title I - Employee Benefits: \$1600.00</p> <hr/> <p>ACTION BUDGET: \$9400.01</p>

<p>for students who are attending district schools as regular students of the district. This number includes all students at the Polk Moore Methodist Group Home. The program to be provided after consultation with the teaching parents will be in addition to the regular programs of the school and used for secular, neutral, and non-ideological instruction. Some of the supplies requested by the teaching parents include Rosetta Stone software to assist with literacy in Spanish and Encyclopedia software that can be accessed off line. The tutors (Katonya Sanders, Carmen Dunigan, and Melanie Carr-certified teachers from Barton School District, and Chris and Julie Maloney) are highly qualified. There will be five highly qualified educators serving as tutors for the Polk-Moore Home during the course of the school year: after-hours tutoring will take place on site or at the home for 1 1/2 to 2 hours, up to four days a week (depending upon holidays and student needs). Tutors will turn in monthly time sheets, a list of students tutored and a summary of services provided. (Preparation time will be included in the two hours) The program will be monitored and adjusted as needed. (Title I Part A 6501-1594) 145 days X \$48 per day / 5 tutors. Two of the tutors recommended by the teaching parents are from the community and will be contracted through the school and</p>				
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paid from purchased services. (Chris and Julie Maloney) Action Type: Equity				
<p>6. Program Evaluation:</p> <p>1. Program Implemented as Designed-Regular meetings (meeting minutes) walk through and observation of tutoring program. 2. Protocol for Evaluating Program-Needs Assessment, surveys by student, tutor and teaching parent, and Achievement Data (when available). As a result of services delivered during the 2013-2014 school year it was reported through surveys by students, teaching parent and tutors that the students' attitudes about coming to school and their behavior at school had improved. Homework was being done which was reflected on progress reports. The surveys indicated teaching parent, students and tutors had very positive reviews of the program. While test data is scarce, students showed continued progress in meeting the state requirements. Of the 4 students in which records were provided students continued to show proficient or advanced in literacy and math but scored basic in science.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Janet Woods, Federal Programs	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
7. Barton-Lexa School District provides 4 laptop computers and 4 iPads to assist Polk-Moore Methodist Group Home school aged students. Monitoring the use and the upkeep of the	Janet Woods' Federal Programs Coordinator	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

computers will be the responsibility of Polk-Moore Home employees. These computers will be returned to the district should Polk-Moore Home close. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				
Total Budget:				\$9400.01

• **Planning Team**

Classification	Name	Position	Committee
Classroom Teacher	Carolyn Gruby	High School Literacy Chair	District ACSIP
Classroom Teacher	Catherine Bryant	Elementary ACSIP Chair	District ACSIP
Classroom Teacher	Cuarlstine Thomas	Elementary Literacy Chair	District ACSIP
Classroom Teacher	Donna Vondran	Math ACSIP Chair	Federal Programs
Classroom Teacher	Janine Sain	Parent Coordinator	Federal Programs
Classroom Teacher	Martha Green	Elementary Math Chair	District ACSIP
Classroom Teacher	Pamela Gibson	Title I teacher	Federal Programs
Community Representative	Richard Turner	Member	Federal Programs
District-Level Professional	Stacey Morris	Wellness Coordinator	District ACSIP
District-Level Professional	Tom Wilson	Superintendent	Federal Programs
Non-Classroom Professional Staff	Felica James	Bookkeeper	Federal Programs
Non-Classroom Professional Staff	Janet Woods	Chairperson	Federal Programs
Non-Classroom Professional Staff	Stacy Livingston	Technology Coordinator	District ACSIP
Non-Classroom Professional Staff	Tina Morrow	Office Staff	District ACSIP
Non-Classroom Professional Staff	Yvonne Wooten	Counselor/Homeless Liaison/ 504 Coordinator	Federal Programs
Parent	Lori Ginn	Member	District ACSIP
Parent	Tonya Turner	Member	District/Federal Programs
Parent	Tonya Webb	Member	District/Federal Programs
Principal	Bernie Winkel	Member	Federal Programs
Principal	Chris Goodin	Member	District ACSIP