

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/22/2016

BARTON ELEMENTARY SCHOOL NCES - 50273000039

BARTON-LEXA SCHOOL DISTRICT

## School Success Indicators

Key Indicators are shown in RED.

### School Leadership and Decision Making

#### Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)		
Status	Objective Met 9/11/2015 5/20/2016		
Assessment	Level of Development:	Initial: Limited Development 08/27/2015	
		Objective Met - 09/11/2015 05/20/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Superintendent addressed the entire faculty at the beginning of school to lay out his vision and goal for the 2015-16 school year. He established leadership teams for the district and school levels. These leadership teams are currently meeting bimonthly.	
Plan	Assigned to:	Bernie Winkel	
	How it will look when fully met:	When fully met this objective at Barton Elementary will look like a well established team meeting bimonthly to discuss data, address 13 indicators, communicating with all school stakeholders and giving teachers a suggestion box for collecting suggestions, successes, needs, complaints. This evidence will be looked at by the leadership team for trends and changes to be considered during the school year. The team will create a policy establishing a team structure to include a leadership team, teacher instructional team, and a school community council with each team having a specific purpose and time to meet.  The information we will need to provide evidence that this objective is fully met is by sign in sheets, agendas and minutes along with email correspondence to all leadership members.	
	Target Date:	10/30/2015	
	Tasks:		
	1. We will create a suggestion box for teacher communication.		
	Assigned to:	Kim Williams	
	Added date:	08/27/2015	
	Target Completion Date:	09/15/2015	
	Comments:	Mr. Winkel will email teachers and announce the creation of the suggestion box and its purpose.	

		<p>Kim Williams will be responsible for the collection of all teacher suggestions. She will compile all data to bring to the next leadership meeting for discussion and action.</p> <p>Kim Williams brought to the September 10, 2015 meeting her findings of the new suggestion box which was placed in the teacher's lounge. The team looked at suggestions/comments/praises and discussed each.</p> <p>Praises/Kudos: lunch tags- great idea, choice of lunch- more kids eating, communication is better with e-mails, parent volunteers have been a great help Needs: copiers that works-they are being work on at this time Concerns: behavior/noise in the cafeteria/shouting/not staying in seat- Mr. Winkel will send out an e-mail and remind teachers about cafeteria rules/procedures: bus line up is a problem- Mr. Tollett is presently working on a new plan for car/bus movement on campus; pre-testing is taking to long- Donna Vondran and Cuarlstine will take over the testing in the primary lab--Shawna Helton will only use her lab for interventions; PTO needs to be more transparent with budget spending and communication of budget- Mr. Winkel will address the PTO on this matter Suggestions: change pay periods to 2 times a month- PPC will discuss at their next meeting</p>
	<b>Task Completed:</b>	<b>05/18/2016</b>
	2. The team will create a policy establishing a team structure to include a leadership team, teacher instructional team, and a school community council with each team having a specific purpose and time to meet.	
	Assigned to:	Bernie Winkel
	Added date:	03/02/2016
	Target Completion Date:	10/30/2015
	Comments:	A POLICY WAS ESTABLISHED TO INCLUDE A LEADERSHIP TEAM, AN RTI TEAM, AND A SCHOOL COMMUNITY COUNCIL.
	<b>Task Completed:</b>	<b>05/18/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/11/2015 5/20/2016
	Experience:	<p>9/11/2015 The Elementary Leadership Team has found the suggestion box to be a great communication tool for changes with school wide stakeholders.</p> <p>5/19/2016 THE BARTON ELEMENTARY INDISTAR LEADERSHIP HAS BEEN INCORPORATED AND SUCCESSFULLY MET TWICE MONTHLY.</p>
	Sustain:	<p>9/11/2015 The data from the suggestion box will regularly be monitored and discussed by the team.</p> <p>5/19/2016 THE CONTINUED WORK THAT WILL BE NECESSARY TO SUSTAIN</p>

		EFFORTS AND CONTINUE TO MEET THIS OBJECTIVE IS TO MEET BI-MONTHLY REVIEWING AND REVISING THE PLAN SET FORTH BY THE EBTABLISHED TEAM.	
	Evidence:	<p>9/11/2015 Kim Williams will collect the suggestions which she will compile and bring to meetings to continue the line of communication with the team and teachers at Barton Elementary.</p> <p>5/19/2016 THE EVIDENCE THAT SHOWS THAT THIS OBJECTIVE HAS BEEN FULLY AND EFFECTIVELY IMPLEMENTED IS THE EMAIL COORESPONDENCE THAT HAS TAKEN PLACE BY THE PROCESS MANAGER TO ALL STAKEHOLDERS WITH MONTHLY COMPREHENSIVE REPORTS AND BI-MONTHLY AGENDAS AND WISEWAYS COMMUNICATION BEFORE EACH MEETING. COMMUNICATION FROM TEACHERS IS EVIDENT IN REGULAR REPORTING OF THE SUGGESTION BOX AND COORESPONDENCE FROM STAKEHOLDERS.</p>	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 3/2/2016		
Assessment	Level of Development:	Initial: Limited Development 09/11/2015	
		Objective Met - 03/02/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The current level of development is limited because stakeholders do complete a sign in, an agenda, and minutes on all meetings. Our Elementary Leadership Team's process manager provides a comprehension report of all meetings by e-mail to stakeholders.	
Plan	Assigned to:	Tammie Moore	
	How it will look when fully met:	All stakeholders will receive emails of agendas for each meeting and comprehensive reports monthly by the process manager- Donna Vondran. Tammie Moore, Federal Programs Coordinator will receive all sign in, agenda, and minutes (SAM) for all meetings in mailbox or by email.	
	Target Date:	10/01/2015	
	Tasks:		
	1. 1. comprehensive report monthly to all stakeholders by Donna Vondran 2. agenda/minutes of each meeting to team stakeholders by Donna Vondran 3. Mr. Winkel will send an email to all stakeholders with a directive as to the importance of regular PLC's and using the "SAM" forms for each meeting and sending Tammie Moore copies by email or mailbox.		
	Assigned to:	Bernie Winkel	
	Added date:	09/11/2015	
	Target Completion Date:	10/01/2015	

	Frequency:	weekly
	Comments:	THE LEADERSHIP TEAM HAS ON FILE ALL SIGNIN SHEETS, AGENDAS, AND MINUTES. THE TEAM HAS ON FILE EMAILS SENT TO ALL STAKEHOLDERS INCLUDING THE COMPREHENSIVE REPORTS.
	Task Completed:	11/03/2015
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/2/2016
	Experience:	3/2/2016 THE ELEMENTARY INDISTAR TEAM HAVE MET TWICE MONTHLY AND KEPT SIGNIN'S, AGENDAS AND MINUTES OF ALL DECISIONS MADE BY THE TEAM.
	Sustain:	3/2/2016 THE ELEMENTARY INDISTAR TEAM HAVE MET TWICE MONTHLY AND KEPT SIGNIN'S, AGENDAS AND MINUTES OF ALL DECISIONS MADE BY THE TEAM. REGULAR EMAILS AND NOTIFICATIONS OF INDICATORS ASSESSED AND PLANNED WILL BE SHARED MONTHLY WITH ALL STAKEHOLDERS.
	Evidence:	3/2/2016 THE COMPREHENSIVE PLAN OF ALL INDICATORS ASSESSED AND PLANNED ARE BEING EMAILED TO ALL STAKEHOLDERS MONTHLY. ALL SIGNIN'S, AGENDAS, AND MINUTES OF MEETING ARE KEPT IN A NOTEBOOK FOR DOCUMENTATION.
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/05/2016
	Evidence:	The Elementary Indistar Leadership Team has been created consisting of Bernie Winkel, Yvonne Wooten, Donna Vondran, Cuarlstine Thomas, Kim Williams, and Tanya Hill. This team meets twice monthly for one hour.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/25/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	THE CURRENT LEVEL OF DEVELOPMENT IS LIMITED WITH PROGRESS BEING MADE BY PRINCIPAL MR. BERNIE WINKEL TO CONDUCT FOCUS WALKS TO OBSERVE EACH CLASSROOM.	
<b>Plan</b>	Assigned to:	Bernie Winkel	
	How it will look when fully met:	DATA FROM FOCUS WALKS WILL BE CONDUCTED AND ANALYZED BY PRINCIPAL MR. BERNIE WINKEL. PROFESSIONAL DEVELOPMENT IS DETERMINED BY THIS TREND DATA. AFTER TRAINING, CLASSROOM OBSERVATIONS ARE CONDUCTED AGAIN TO SEE IF THE	

		PROFESSIONAL DEVELOPMENT CHANGED THE BEHAVIORS AND SKILLS OF THOSE WHO ATTENDED. THIS DATA WILL DRIVE AFTERSCHOOL PD FOR YEAR 2016-17.	
	Target Date:	06/01/2017	
	Tasks:		
	1.  Mr. Winkel, Mrs. Wooten, and Ms. Vondran have created a focus walk through checklist and a weekly calendar of teachers to visit. Teachers will be observed three times on each of the following categories: focus on curriculum, focus on the learners, focus on instruction, and focus on the learning environment. All data will be electronically collected and shared with stakeholders on the first Thursday of each month.		
	Assigned to:	Bernie Winkel	
	Added date:	09/25/2015	
	Target Completion Date:	06/03/2016	
	Frequency:	weekly	
	Comments:	The team analyzed focus walkthrough data for section two "Focus on the Learner" for February 2016. According to the focus walkthrough data schoolwide the level of class engagement is "well managed- Students are willingly compliant, ritually engaged" which is at 68.18%. 2b "Identify ways students acquire, comprehend, and communicate knowledge of the content" -listening was at 67.05%. According to the data for 2c. "Determine levels of student work" an average of 26.65% was at knowledge, comprehension, and application levels with analysis, synthesis, and evaluation at an average of 4.16%. After analyzing section two of the focus walkthrough checklist the team has determined that revision is needed to reflect a more detailed view of student learning schoolwide. After revisions are made Mrs. Wooten will send out the focus walkthrough checklist part 2 to teachers for their input.	
	Task Completed:	03/03/2016	
	3. THE LEADERSHIP TEAM WILL CONTINUE TO CONDUCT WEEKLY FOCUS WALKTHROUGHS IN ALL CLASSROOMS AND ANALYSIS THE DATA TO REFLECT A MORE DETAILED VIEW OF STUDENT LEARNING SCHOOLWIDE. AFTER THE ANALYSIS OF DATA, THE TEAM WILL EMAIL FINDINGS TO TEACHERS AND DETERMINE THE PROFESSIONAL DEVELOPMENT NEEDS.		
	Assigned to:	Yvonne Wooten	
	Added date:	11/02/2016	
	Target Completion Date:	05/17/2017	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Objective Met 5/19/2016		
Assessment	Level of Development:	Initial: Limited Development 10/09/2015	
		Objective Met - 05/19/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		(2 - relatively easy to address, 3 - accomplished within

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CURRENTLY THE LEADERSHIP TEAM IS CONDUCTING FOCUS WALKTHROUGHS WEEKLY. THE LEADERSHIP TEAM ANALYSIS THE WALKTHROUGH DATA AND INFORMS ALL STAKEHOLDERS.	
Plan	Assigned to:	Bernie Winkel	
	How it will look when fully met:	WHEN THIS OBJECTIVE IS FULLY MET LEADERS AND TEACHERS WILL USE THE EVIDENCE OF CLASSROOM WALKTHROUGHS AND FOCUS WALKS TO ENGAGE IN PRODUCTIVE CONVERSATIONS ABOUT CLASSROOM PRACTICES. TEACHERS WILL SUBMIT AN INDIVIDUAL PROFESSIONAL DEVELOPMENT SURVEY.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The Leadership Team will continue to conduct monthly focus walks.  Mr. Winkel, Mrs. Wooten, and Ms. Vondran have created a focus walk through checklist and a weekly calendar of teachers to visit. Teachers will be observed three times on each of the following categories: focus on curriculum, focus on the learners, focus on instruction, and focus on the learning environment. All data will be electronically collected and shared with stakeholders on the first Thursday of each month.		
	Assigned to:	Bernie Winkel	
	Added date:	10/09/2015	
	Target Completion Date:	05/17/2017	
	Frequency:	weekly	
	Comments:	According to the focus walkthrough data schoolwide the level of class engagement is "well managed-Students are willingly compliant, ritually engaged" which is at 68.18%. 2b "Identify ways students acquire, comprehend, and communicate knowledge of the content" -listening was at 67.05%. According to the data for 2c. "Determine levels of student work" an average of 26.65% was at knowledge, comprehension, and application levels with analysis, synthesis, and evaluation at an average of 4.16%. After analyzing section two of the focus walkthrough checklist the team has determined that revision is needed to reflect a more detailed view of student learning schoolwide. After revisions are made Mrs. Wooten will send out the focus walkthrough checklist part 2 to teachers for their input.	
	Task Completed:	03/03/2016	
	2. ALL TEACHERS WILL CONDUCT PEER TO PEER OBSERVATIONS "BEING STUDENT FOR A DAY."		
	Assigned to:	David Tollett	
	Added date:	10/09/2015	
	Target Completion Date:	04/29/2016	
	Comments:	According to the Student For A Day Peer Observation data, 61% of the teachers observed differentiated instruction with technology being incorporated 83%. 72% was highly engaged throughout the day. 94% to 100% stated that the school had a safe and orderly environment. The area of most concern was in the need of improvement in the student's cafeteria experience with a negative rating of 72%. Mr. Winkel will address cafeteria concerns by forming a committee to observe and plan new strategies for the 2016-17 school year. Teachers will be emailed the results of the data to review giving input and suggestions.	

	Task Completed:	04/29/2016
	3. TEACHERS WILL COMPLETE A PROFESSIONAL DEVELOPMENT SURVEY.	
	Assigned to:	Tammie Moore
	Added date:	01/26/2016
	Target Completion Date:	01/11/2017
	Frequency:	once a year
	Comments:	Barton Elementary is dismissing earlier next year. This will give teachers time to collaborate in PLC's, plan, and take care of individual professional development needs. Teachers will submit an individual professional development survey.
	Task Completed:	01/28/2016
	4. THE PRINCIPAL WILL CONDUCT FORMAL OBSERVATIONS AND COLLABORATE WITH TEACHERS USING THE TESS MODEL ANALYZING THEIR PROFESSIONAL GROWTH PLAN AND PROFESSIONAL DEVELOPMENT NEEDS.	
	Assigned to:	Bernie Winkel
	Added date:	02/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	once a year
	Comments:	
	Task Completed:	05/19/2016
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/19/2016
	Experience:	5/19/2016 ELEMENTARY PRINCIPAL, BERNIE WINKEL HAS MET WITH THE ALL TEACHERS AND PLACED THEM ON A TRACK IN THE ARKANSAS DEPARTMENT OF EDUCATION'S TEACHER EXCELLENCE AND SUPPORT SYSTEM.
	Sustain:	5/19/2016 MR. WINKEL WILL CONTINUE TO OBSERVE, EVALUATE, AND COMMUNICATE FINDINGS FROM ALL RELATED CLASSROOM OBSERVATIONS THROUGH TESS AND BLOOMBOARD.
	Evidence:	5/19/2016 MR. WINKEL REGULARLY SUBMITS ALL OBSERVATION FINDINGS IN BLOOMBOARD AND CONDUCTS REGULAR PRINCIPAL/TEACHER CONFERENCES PROVIDING DOCUMENTATION THEREOF.
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	Tasks completed: 2 of 3 (67%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/22/2015
		<b>Objective Met</b> - 05/19/2016 05/20/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	The professional development is continuously on going with breakout sessions that are differentiated for each individual need. Great Rivers educational cooperative provides ongoing training to certified teachers based content area needs throughout the year and summer months. Surveys are conducted throughout the year to address their needs based data. Teachers will complete a professional development survey.
<b>Plan</b>	Assigned to:	Tammie Moore
	How it will look when fully met:	<p>All staff will be provided with professional development that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</p> <p>The leadership team will conduct focus walks regularly, analysis trend data, and report data to all stakeholders.</p> <p>A midyear needs assessment will be created for professional development for all teacher to complete.</p> <p>All teachers will complete a professional development survey.</p>
	Target Date:	12/10/2015
	<b>Tasks:</b>	
	1. 1. The leadership team will conduct focus walks regularly, analyze trend data, and report data to all stakeholders.	
	Assigned to:	Yvonne Wooten
	Added date:	11/19/2015
	Target Completion Date:	05/17/2017
	Comments:	<p>Mr. Winkel, Mrs. Wooten, and Ms. Vondran have created a focus walk through checklist and a weekly calendar of teachers to visit. Teachers will be observed three times on each of the following categories: focus on curriculum, focus on the learners, focus on instruction, and focus on the learning environment. All data will be electronically collected and shared with stakeholders on the first Thursday of each month.</p> <p>According to the focus walkthrough data schoolwide the level of class engagement is "well managed-Students are willingly compliant, ritually engaged" which is at 68.18%. 2b "Identify ways students acquire, comprehend, and communicate knowledge of the content" -listening was at 67.05%. According to the data for 2c. "Determine levels of student work" an average of 26.65% was at knowledge, comprehension, and application levels with analysis, synthesis, and evaluation at an average of 4.16%.</p> <p>After analyzing section two of the focus walkthrough checklist the team has determined that revision is needed to reflect a more detailed view of student learning schoolwide. After revisions are made Mrs. Wooten will send out the focus walkthrough checklist part 2 to teachers for their input.</p>
	<b>Task Completed:</b>	<b>03/03/2016</b>
	2. 2. Tammie Moore will create a midyear needs assessment on professional development for all teachers	



	to complete.	
	Assigned to:	Tammie Moore
	Added date:	01/26/2016
	Target Completion Date:	01/11/2017
	Comments:	
	<b>Task Completed:</b>	<b>02/01/2016</b>
	3. Teachers will have follow up debriefing and reflection of professional needs with multiple opportunities for flexibe professional development at Great Rivers Coop.	
	Assigned to:	Bernie Winkel
	Added date:	11/02/2016
	Target Completion Date:	07/31/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/19/2016 5/20/2016
	Experience:	5/19/2016 THE BARTON ELEMENTARY INDISTAR TEAM WITH MEDIA SPECIALIST, TANIA HILL, CREATED AND CONDUCTED AN ONLINE PROFESSIONAL DEVELOPMENT SURVEY IN WHICH TEACHERS GAVE THEIR INPUT CONCERNING NEEDS IN INSTRUCTION, CLASSROOM MANAGEMENT, AND TECHNOLOGY. THE LEADERSHIP TEAM FOUND THIS TOOL TO BE MOST HELPFUL IN SEEING TEACHERS' SPECIFIC INDIVIDUAL NEEDS IN THE CLASSROOM.
	Sustain:	5/19/2016 THE PROFESSIONAL DEVELOPMENT SURVEY WILL BE CONDUCTED IN THE 2016-17 SCHOOL YEAR.
	Evidence:	5/19/2016 THE PROFESSIONAL DEVELOPMENT SURVEY DATA HAS BEEN COLLECTED ON-LINE AND SHARED WITH ALL STAKEHOLDERS BY TANIA HILL AND SUBMITTED TO THE ELEMENTARY INDISTAR LEADERSHIP TEAM.

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	<b>Objective Met</b> 5/19/2016 11/3/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2016	
		<b>Objective Met</b> - 05/19/2016 11/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	BARTON ELEMENTARY HAS RESTRUCTURED THE SCHOOL YEAR AND SCHOOL DAY FOR SCHOOL YEAR 2016-17.	
<b>Plan</b>	Assigned to:	Bernie Winkel	
	How it will look when fully met:	WHEN FULLY MET THE STRUCTURE OF THE SCHOOL YEAR WILL	

	How it will look when fully met:	CONSIST OF SCHOOL STARTING EARLY AUGUST AND ENDING EARLY MAY. THE SCHOOL DAY WILL BE RESTRUCTURED FOR EARLIER DISMISSAL AND END OF DAY INSTRUCTIONAL PLANNING. THE RTI AND ENRICHMENT PROGRAM WILL ADDRESS DOUBLE DOSING CORE SUBJECTS SO THAT STUDENTS WHO NEED THE MOST SUPPORT ARE GIVEN MORE INSTRUCTIONAL OPPORTUNITIES. A PLAN IS BEING CREATED FOR MONITORING THE PROGRESS OF THE EXTENDED LEARNING TIME INITIATIVES (RTI) AS WELL AS FOR CONTINUOUS IMPROVEMENT.
	Target Date:	08/01/2017
	<b>Tasks:</b>	
	1. 1. DISTRICT ADMINISTRATION IS IN THE PROCESS OF TRANSFORMING THE STRUCTURE OF THE SCHOOL DAY AND SCHOOL YEAR (ADE WAVIERS).	
	Assigned to:	DAVID TOLLETT
	Added date:	01/07/2016
	Target Completion Date:	08/01/2017
	Comments:	
	Task Completed:	01/14/2016
	2. 2. DISTRICT ADMINISTRATION IS CREATING A PLAN FOR A RTI/ENRICHMENT PROGRAM.	
	Assigned to:	DAVID TOLLETT
	Added date:	01/26/2016
	Target Completion Date:	05/27/2016
	Comments:	The RTI Committee has currently pulled the RTI model for the ADE website and visited Truman Elementary School to observe their RTI program. They are currently in the process of adapting these resources to meet our student's needs. Barton Elementary has purchased Renaissance Learning Star Math to use along with Star Reading to provide interventionist with student diagnostic reporting and progress monitoring for grades 1-6.
	Task Completed:	03/03/2016
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/19/2016 11/3/2016
	Experience:	5/19/2016 SUPERINTENDENT, DAVID TOLLETT WAS GRANTED WAVIERS FROM THE ARKANSAS DEPARTMENT OF EDUCATION ON JANUARY 14, 2016- ONE WAVIER BEING THE RECONSTRUCTION OF THE SCHOOL DAY AND SCHOOL YEAR. THIS NEW RECONSTRUCTION WILL PROVIDE MUCH NEEDED TIME FOR TEACHERS PLANNING AND COLLABORATION. THE LEADERSHIP TEAM IS IN THE PROCESS OF MAKING PLANS FOR PLC'S DURING THIS TIME AND PROFESSIONAL DEVELOPMENT. ALSO, A NEW RTI COMMITTEE HAS BEEN FORMED USING THE ADE RTI MODEL.
	Sustain:	5/19/2016 THE CONTINUED WORK NECESSARY TO SUSTAIN OUR EFFORTS AND CONTINUING TO MEET THIS OBJECTIVE IS EVIDENCE OF PLC'S AND PROFESSIONAL DEVELOPMENT DURING THE NEW RECONSTRUCTION TIME IN THE SCHOOL DAY. THE RTI TEAM WILL SERVICE ALL STUDENTS IN NEED OF SERVICES USING REGULAR ASSESSMENT DATA.
	Evidence:	5/19/2016

Evidence:	DOCUMENTATION IS ON RECORD AT THE ARKANSAS DEPARTMENT OF EDUCATION IN REGARD TO THE GRANTING OF WAVIERS TO BARTON-LEXA SCHOOL DISTRICT. DOCUMENTATION OF MATH AND LITERACY PRETESTING IS ON RECORD TO DETERMINE RESPONSE TO INTERVENTION STUDENTS FOR THE SCHOOL YEAR 2016-17 BY AMY LANHAM, THE RTI COORDINATOR. THE ACT ASPIRE TESTING DATA FROM SPRING 2016 WILL ALSO BE USED TO DETERMINE STUDENT PLACEMENT.
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### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
Status	Objective Met 5/19/2016		
Assessment	Level of Development:	Initial: Limited Development 12/16/2015	
		Objective Met - 05/19/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The current level of development is limited in recruiting teachers to support transformations. The district is actively and strategically marketing strengths, and developing high and unyielding standards for candidate selection and aggressively reaching out to all possible candidate pools.	
Plan	Assigned to:	Bernie Winkel	
	How it will look when fully met:	The school will have a fully developed recruiting plan to address steps to attract highly-qualified and experienced teachers in low-poverty and minority backgrounds. The school will create a new recruitment plan that will actively and strategically market strengths of the school, focus on high and unyielding standards for candidates, and extend search to all possible candidate pools when recruiting for difficult-to-staff positions.	
	Target Date:	05/17/2017	
	Tasks:		
	1.	The district will apply for the Bonus Incentive Grant to attract or retain new highly qualified staff.	
	Assigned to:	DAVID TOLLETT	
	Added date:	12/16/2015	
	Target Completion Date:	05/19/2016	
	Comments:	The Bonus Incentive Grant as been submitted and we are waiting for approval.	
	Task Completed:	05/19/2016	
	2.	The school will create a new recruitment plan that will actively and strategically market strengths of the school, focus on high and unyielding standards for candidates, and extend search to all possible candidate pools when recruiting for difficult-to-staff positions.	
	Assigned to:	DAVID TOLLETT	
	Added date:	01/26/2016	

	Target Completion Date:	05/19/2016
	Frequency:	once a year
	Comments:	
	Task Completed:	01/01/2016
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/19/2016
	Experience:	5/19/2016 BARTON-LEXA SCHOOL DISTRICT RECEIVED THE BONUS INCENTIVE GRANT TO ATTRACT OR RETAIN NEW HIGHLY QUALIFIED STAFF JANUARY 2016.
	Sustain:	5/19/2016 THE BONUS INCENTIVE GRANT WILL BE IN PLACE UNTIL SCHOOL YEAR 2019-2020.
	Evidence:	5/19/2016 DOCUMENTATION FOR THE BONUS INCENTIVE GRANT IN ON FILE IN THE SUPERINTENDENT'S OFFICE AT BARTON-LEXA SCHOOL DISTRICT.

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/04/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently teachers are developing a 178 day curriculum map addressing all standards for their content area.	
Plan	Assigned to:	Bernie Winkel	
	How it will look when fully met:	When this objective is fully met at Barton Elementary all teachers will have developed a 178 day curriculum map reflecting instructional units aligned to state standards with pre/post assessments.	
	Target Date:	05/17/2017	
	Tasks:		
	1. Teachers will attend ten PLC days for collaborating and writing a 178 day curriculum map for their content.		
	Assigned to:	Bernie Winkel	
	Added date:	02/04/2016	
	Target Completion Date:	06/03/2016	

	Comments:	
	2. Teachers will submit their 178 curriculum map electronically for the Principal to review on June 3, 2016.	
	Assigned to:	Bernie Winkel
	Added date:	02/04/2016
	Target Completion Date:	06/03/2016
	Comments:	
	3. Teachers will develop a pre/post assessment for each unit in their 178 curriculum map for school year 2016-17.	
	Assigned to:	Bernie Winkel
	Added date:	02/04/2016
	Target Completion Date:	05/17/2017
	Comments:	
	4. Teachers will progress monitor a Student Learning Plan for each student Grades k-6 to show individual student growth for school year 2016-17.	
	Assigned to:	Bernie Winkel
	Added date:	02/04/2016
	Target Completion Date:	05/17/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/05/2016
	Evidence:	Barton Elementary currently conducts formative assessmentS on each student 3 times a year--pre/mid/post in math and literacy. School year 2016-17 the school district will use Act Aspire Periodic assessment three times a year.

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/05/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	WHEN THIS OBJECTIVE IS FULLY MET AT BARTON ELEMENTARY ALL TEACHERS WILL HAVE DEVELOPED A 178 DAY CURRICULUM MAP REFLECTING INSTRUCTIONAL UNITS ALIGNED TO STATE STANDARDS WITH PRE/POST ASSESSMENTS AND A STANDARD BASED STUDENT	

		CHECKLIST.
<b>Plan</b>	Assigned to:	Bernie Winkel
	How it will look when fully met:	WHEN THIS OBJECTIVE IS FULLY MET AT BARTON ELEMENTARY ALL TEACHERS WILL HAVE DEVELOPED A 178 DAY CURRICULUM MAP REFLECTING INSTRUCTIONAL UNITS ALIGNED TO STATE STANDARDS WITH PRE/POST ASSESSMENTS AND A STUDENT LEARNING PLAN FOR ALL STUDENTS GRADES K-6.
	Target Date:	05/17/2017
	<b>Tasks:</b>	
	1. TEACHERS WILL ATTEND TEN PLC DAYS FOR COLLABORATING AND WRITING A 178 DAY CURRICULUM MAP FOR THEIR CONTENT.	
	Assigned to:	Bernie Winkel
	Added date:	02/05/2016
	Target Completion Date:	06/03/2016
	Comments:	
	2. TEACHERS WILL SUBMIT THEIR 178 CURRICULUM MAP ELECTRONICALLY FOR THE PRINCIPAL TO REVIEW ON JUNE 3, 2016.	
	Assigned to:	Bernie Winkel
	Added date:	02/05/2016
	Target Completion Date:	06/03/2016
	Comments:	
	3. TEACHERS WILL DEVELOP A PRE/POST ASSESSMENT FOR EACH UNIT IN THEIR 178 CURRICULUM MAP FOR SCHOOL YEAR 2016-17.	
	Assigned to:	Bernie Winkel
	Added date:	02/05/2016
	Target Completion Date:	05/17/2017
	Comments:	
	4. TEACHERS WILL PROGRESS MONITOR A STUDENT LEARNING PLAN FOR ALL STUDENTS GRADE K-6 TO SHOW INDIVIDUAL STUDENT GROWTH FOR SCHOOL YEAR 2016-17.	
	Assigned to:	Bernie Winkel
	Added date:	02/05/2016
	Target Completion Date:	05/17/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

### Classroom Instruction

#### Provide a tiered system of instructional and behavioral supports and interventions

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/16/2016
	Evidence:	BARTON ELEMENTARY HAS CREATED A RESPONSE TO INTERVENTION TEAM MADE UP OF THREE CERTIFIED TEACHERS AND TWO PARAPROFESSIONALS. AMY LANHAM IS THE RTI COORDINATOR, JAINE SAIN, CERTIFIED TEACHER, PAM GIBSON, CERTIFIED TEACHER

	<p>AND PAPAPROFESSIONALS MELINDA WALKER AND GEORGIA CAVIN MAKE UP THIS TEAM. STUDENTS ARE IDENTIFIED BY CERTIFIED TEACHERS ASSESSING AND MONITORING THE CLASSROOM AND STATE STANDARDS TO PIN POINT STRUGGLING STUDENTS. THE RTI TEAM USES MORE INTENSE ASSESSMENTS SUCH AS DSA, DIBELS, STAR READING RAPID AUTOMATIZED NAMING ASSESSMENT, DYSLEXIA SCREENING, AND THINK THROUGH MATH TO DETERMINE A PLAN OF ACTION FOR THE STRUGGLING STUDENTS. THE RTI COORDINATOR CONDUCTS PLC MEETING WITH TEACHERS, PARENTS, AND PRINCIPAL TO DISCUSS INTERVENTIONS FROM TIER I/TIER II WITHIN TWO WEEKS. IF PROGRESS IS NOT BEING MADE THE TEAM WILL REEVALUATE AND A NEW PLAN WILL BE CREATED TO MOVE THAT STUDENT TO TIER 3 IN WHICH TIME THE STUDENT MAY BE REFERRED TO THE SPECIAL EDUCATION PROGRAM FOR INCREASED INTENSITY OF INTERVENTION.</p> <p>ALONG WITH THE RTI PROGRAM ADDRESSING THE SYSTEMATIC APPROACH ACADEMICALLY BARTON ELEMENTARY HAS IN PLACE A SUPPORT SYSTEM TO ADDRESS BEHAVIOR. YVONNE WOOTEN, DEAN OF STUDENTS HAS CREATED A DISCIPLINE REFERRAL SPREADSHEET IN WHICH SHE DETERMINES WHY, WHEN, WHERE, WITH WHOM INAPPROPRIATE BEHAVIORS HAVE OCCURRED. PARENTS ARE CONTACTED AND STUDENTS ARE REFERRED TO THE KIM WILLIAMS, ELEMENTARY SCHOOL COUNSELOR, WHO HAS CREATED A GOGGLE FORM IN A SPREADSHEET IN WHICH SHE ANALYZES INDIVIDUAL STUDENTS AND TRACKS STRATEGIC COUNSELING INTERVENTIONS. EMAILS TO ALL STAKEHOLDERS ARE REGULARLY SENT TO INFORM STATUS OF DISCIPLINE REFERRALS AND THE ACTIONS TAKEN TO DECREASE AND ELIMINATE INAPPROPRIATE BEHAVIORS. PROFESSIONAL DEVELOPMENT FOR THE SCHOOL STAFF FOR THE 2016-17 SCHOOL YEAR HAS BEEN PLANNED TO EMPHASIZE AWARENESS OF STUDENTS AT RISK WITH SOCIAL AND ECONOMIC DISADVANTAGES. SEPTEMBER 26, 2016 JEANNIE RUTLAND FROM GREAT RIVERS EDUCATIONAL COOPERATIVE WILL PROVIDE PROFESSIONAL DEVELOPMENT FOR ALL STAFF CALLED "BOYS IN CRISIS."</p>		
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/11/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	BARTON ELEMENTARY IS CURRENT IMPLEMENTING THE RTI PROGRAM AND FLEXIBLE GROUPING OF ALL STUDENTS. TEACHERS ARE CURRENTLY MONITORING ALL STUDENT GROWTH USING THE NEWLY DEVELOPED "STUDENT LEARNING PLAN". THE PRINCIPAL HAS PLANNED FOR PLC's AND PROFESSIONAL DEVELOPMENT TO ENSURE THE NECESSARY CHANGES IN INSTRUCTIONAL STRATEGIES AND APPROACHES. BARTON ELEMENTARY WILL CONDUCT PROFESSIONAL DEVELOPMENT THROUGH GREC FOCUSING ON DIFFERENTIATED INSTRUCTION IN THE CLASSROOM USING INSTRUCTIONAL SPECIALIST, JIMMIE LOU BRANDON.	

<b>Plan</b>	Assigned to:	Bernie Winkel
	How it will look when fully met:	ON FULL IMPLEMENTATION BARTON ELEMENTARY WILL MONITOR THE REGULAR CLASSROOM INSTRUCTION EVIDENCE FOR STUDENT GROWTH. THE RESPONSE TO INTERVENTION TEAM WILL BE ESTABLISHED TO CONDUCT LITERACY AND MATH TESTING FOR GRADES K-6 AND WILL ADDRESS NEEDS OF GOALS NOT BEING MET IN THE REGUALR CLASSROOM THROUGH TARGETED INTERVENTION.
	Target Date:	05/17/2017
	<b>Tasks:</b>	
	1. TEACHERS WILL CREATE AND MAINTAIN SLP's-STUDENT LEARNING PLANS FOR ALL STUDENT FROM GRADES K-6	
	Assigned to:	Bernie Winkel
	Added date:	08/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	three times a year
	Comments:	
	2. TEACHERS WILL CREATE PRE/POST ASSESSMENTS FOR EACH UNITS IN THE 178 DAY CURRICULUM PLAN AND DOCUMENT STUDENT GROWTH.	
	Assigned to:	Bernie Winkel
	Added date:	08/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly
	Comments:	
	3. TEACHERS WILL PROVIDE EVIDENCE OF INTERVENTION FOR ALL STUDENTS STRUGGLING IN THE REGULAR CLASSROOM GRADE LEVEL STANDARDS.	
	Assigned to:	Bernie Winkel
	Added date:	08/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	weekly
	Comments:	
	4. RTI- RESPONSE TO INTERVENTION TEAM WILL TEST ALL STUDENTS IN MATH AND LITERACY IN GRADES K-6 TO PROVIDED TARGETED INTERVENTIONS.	
	Assigned to:	AMY LANHAM
	Added date:	08/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	daily
	Comments:	
	5. GREC- JIMMIE LOU BRANDON, LEARNING SPECIALIST WILL PROVIDED PROFESSIONAL DEVELOPMENT TO ALL TEACHERS GRADE K-6 IN DIFFERENTIATED INSTRUCTION FOR SCHOOL YEAR 2016-17.	
	Assigned to:	JIMMIE LOU BRANDON
	Added date:	08/25/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly



	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/18/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	BARTON ELEMENTARY SCHOOL IS IN THE FIRST PHASE OF IMPLEMENTING A RTI PROGRAM FOR THE 2016-17 SCHOOL YEAR. AMY LANHAM, THE NEW RTI COORDINATOR ALONG WITH A NEWLY FORMED RTI TEAM AND RTI EVALUATION TEAM ARE IN THE PROCESS OF CREATING DOCUMENTATION TO PROVIDE EVIDENCE OF ALL PROCESSES, DATA RECORDS, AND INSTRUCTIONAL DECISIONS FOR THE MULTI-TIERED SUPPORT SYSTEM.
<b>Plan</b>	Assigned to:	Bernie Winkel
	How it will look when fully met:	FIDELITY OF THE RESPONSE TO INTERVENTION PROGRAM AT BARTON ELEMENTARY WILL FULLY BE MET WHEN ALL AT-RISK STUDENTS ARE IDENTIFIED IN APPROPRIATE INSTRUCTIONAL INTERVENTIONS AND REGULAR MONITOR OF PROGRESS AND PERFORMANCE IS EVIDENT WITH DOCUMENTATION OF INITIAL STUDENT ASSESSMENT, DETERMINATION OF CUT SCORES, SORTING AND ASSIGNMENT OF STUDENTS IN INTERVENTION GROUPS WITH CONTINUAL REVIEW BY ALL INSTRUCTIONAL TEAMS.
	Target Date:	05/17/2017
	<b>Tasks:</b>	
	<p>1. AMY LANHAM, RTI COORDINATOR, WILL HOUSE AND MONITOR THE FOLLOWING RTI DOCUMENTATION TO SUPPORT CONTINUED INTERVENTION IN MATH AND LITERACY:</p> <p>Data Summary Sheet: Used for meetings with parents to show an overall summary of student's test data</p> <p>New Student Information: Used when a new student arrives, this is all of the assessments that they are given as they enter Barton Elementary so they can be placed accordingly</p> <p>RTI Skill Sheet: Given to teachers for them to fill out so that we are made aware of the skills being covered currently in the classroom or skills they would like us to revisit during RTI-Coding Pullouts</p> <p>Teacher Referral Form: This is used by the teacher when they are wanting to refer a students who they believe could possibly have some sort of learning disability and perhaps need to be given more assessments to help determine the disability and how we can assist that student or whether they should be referred to special ed.</p> <p>Interventionist Forms: (Individual and Group) These are the forms that are used when students are being seen through coding-RTI pullouts.</p>	

	Assigned to:	AMY LANHAM
	Added date:	11/18/2016
	Target Completion Date:	05/17/2017
	Frequency:	daily
	Comments:	
	2. AMY LANHAM, RTI COORDINATOR, WILL CONDUCT REGULAR PLC MEETINGS WITH CLASSROOM TEACHERS TO DISCUSS THE PROGRESS OF ALL AT-RISK STUDENTS IN THE RTI PROGRAM, DOCUMENTATION OF ALL MEETINGS WILL BE PROVIDED WITH SIGN IN SHEETS, AGENDAS, AND MINUTES OF MEETINGS AND HOUSED WITH MS. LANHAM	
	Assigned to:	AMY LANHAM
	Added date:	11/18/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/30/2016
	Evidence:	<p>BARTON ELEMENTARY'S SUPPORTIVE INSTRUCTIONAL TEAMS WILL CONTINUE TO BE TRAINED BY THE GREC SPECIALIST, CINDY SIBLEY IN RTI PLANNING, DYSLEXIA, AND THE BARTON READING SPELLING PROGRAM. THE RTI TEAM WILL CONTINUE TO USE THE RTI THREE TIRED MODEL SET FORTH IN ARKANSAS IDEAS BY ARKANSAS DEPARTMENT OF EDUCATION. PROFESSIONAL DEVELOPMENT WILL CONTINUE TO BE PROVIDED ON DATA DRIVEN INSTRUCTION, THE RTI PROCESS, AND THE DIFFERENTIATED CLASSROOM WITH INSTRUCTIONAL SPECIALIST, JIMMIE LOU BRANDON FROM GREC.</p> <p>TWO TEAMS HAVE BEEN CREATED TO MEET THE NEEDS AND GUIDELINES FOR DECISION MAKING AROUND STUDENT INSTRUCTION AND STUDENT PLACEMENT. FIRST, AN RTI TEAM CONSISTING OF AMY LANHAM, THE RTI COORDINATOR WHO IS CERTIFIED, JANINE SAIN AND PAM GIBSON READING AND MATH INTERVENTIONIST WHO ARE CERTIFIED, AND TWO PARAPROFESSIONALS MELINDA WALKER AND GEORGIA CAVIN. THE RTI EVALUATION TEAM MAKES UP THE SECOND TEAM CONSISTING OF PRINCIPAL, BERNIE WINKEL, DEAN OF STUDENTS, YVONNE WOOTEN, RTI COORDINATOR, AMY LANHAM, TAINIA HILL, MEDIA SPECIALIST, KIM WILLIAMS, ELEMENTARY COUNSELOR, AND RENEE UNGER, SPECIAL EDUCATION DESIGNEE.</p> <p>THE RTI COORDINATOR WILL CONDUCT REGULAR PLC'S WITH ALL STAFF TO DISCUSS THE FINDINGS OF TEST RESULTS AND PROGRESS MADE BY INDIVIDUAL STUDENTS IN THE INTERVENTION PROGRAM. REGULAR CLASSROOM TEACHERS WILL DOCUMENT STUDENT PROGRESS/GOALS ON STUDENT LEARNING PLANS FOR ALL STUDENTS. THE RTI EVALUATION TEAM WILL MEET QUARTERLY TO DISCUSS AND MAKE CHANGES IN STUDENT PLACEMENT WITHIN THE</p>

THREE TIERED SYSTEM. THE RTI EVALUATION TEAM WILL DISCUSS POSSIBLE REFERRAL TO THE SPECIAL EDUCATION PROGRAM AND STUDENT PLACEMENT CHANGES WITHIN REGULAR CLASSROOM FLEXIBLE GROUPINGS.

## Family Engagement in a School Community

### Explain and communicate the purpose and practices of the school community

Indicator	FE04 - The school’s Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 02/11/2016	
		Objective Met - 05/19/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CURRENTLY BARTON ELEMENTARY HAS IMPLEMENTED MATH/LITERACY NIGHT, OPEN HOUSE, PARENT/TEACHER CONFERENCES TWICE A YEAR, AND STUDENT PROGRESS CHECKLISTS. COMMUNICATION WITH PARENTS TAKES PLACE THROUGH TEACHER CORRESPONDENCE WITH PARENTS AND DOCUMENTATION IS RECORDED THROUGH CALL LOGS, EMAILS, AND NOTE CORRESPONDENCE. SCHOOLWIDE NEWS AND UPDATES ARE ALSO COMMUNICATED TO PARENTS BY MONTHLY NEWSLETTERS, APPETEGY(ALL CALLS),BARTON WEBSITE, AND INDIVIDUAL PARENT CONFERENCES (TEACHER LEAD, RETENTION, AND DISIPLINE). PARENTS FREQUENTLY SUPPORT THEIR STUDENTS BY CLASS PRODUCTIONS FOR EXAMPLE BLACK HISTORY, CHRISTMAS, CONSTITUTION PROGRAM, AWARD PROGRAMS, 6TH GRADE & KINDERGARTEN GRADUATION PROGRAMS, AND FIELD TRIPS.	
Plan	Assigned to:	Tammie Moore	
	How it will look when fully met:	WHEN FULLY MET BARTON ELEMENTARY’S TITLE I PROGRAM WILL REVISE THE FAMILY COMPACT WHICH WILL OUTLINE HOW PARENTS, SCHOOL STAFF, AND STUDENTS WILL SHARE RESPONSIBILITY FOR IMPROVING ACADEMIC ACHIEVEMENT. THE COMPACT WILL DESCRIBE HOW THE SCHOOL AND PARENTS WILL WORK TOGETHER TO HELP STUDENTS ACHIEVE THE STATE’S STANDARDS.	
	Target Date:	04/28/2016	
	Tasks:		
	1. THE PARENT ADVISORY COMMITTEE WILL REVISE THE FAMILY COMPACT AND PRESENT TO STAKEHOLDERS.		
	Assigned to:	Tammie Moore	
	Added date:	02/11/2016	
	Target Completion Date:	04/28/2016	
	Frequency:	once a year	

		Comments:	
		Task Completed:	04/28/2016
	2. NEEDS ASSESSMENT SURVEYS OF THE SCHOOL AND COMMUNITY WILL BE CONDUCTED BY STUDENTS, PARENTS, AND TEACHERS.		
		Assigned to:	Tammie Moore
		Added date:	02/11/2016
		Target Completion Date:	03/10/2016
		Frequency:	once a year
		Comments:	
		Task Completed:	03/10/2016
	3. THE PARENT ADVISORY COMMITTEE WILL CONTINUE TO MEET AND CONDUCT NEEDS ASSESSMENT SURVEYS OF THE SCHOOL AND COMMUNITY FOR ALL STAKEHOLDERS TO REVIEW.		
		Assigned to:	Tammie Moore
		Added date:	11/03/2016
		Target Completion Date:	05/17/2017
		Frequency:	three times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		5/19/2016
	Experience:		5/19/2016 TAMMIE MOORE, TITLE I COORDINATOR, PRESENTED NEEDS ASSESSMENT SURVEYS TO THE SCHOOL AND COMMUNITY TO STUDENTS, PARENTS, AND TEACHERS. THESE SURVEYS GAVE THE LEADERSHIP AN INSIGHT AS TO PERCEPTION OF BARTON ELEMENTARY AND REFLECTION OF IMPROVEMENTS NEEDING TO BE MADE TO BETTER SERVE THE COMMUNITY.
	Sustain:		5/19/2016 THE NEEDS ASSESSMENT SURVEYS WILL BE CONDUCTED FOR THE STUDENTS, PARENTS, AND TEACHERS FOR THE 2016-17 SCHOOL YEAR.
	Evidence:		5/19/2016 TAMMIE MOORE, TITLE I COORDINATOR, HAS ON FILE ALL NEEDS ASSESSMENT SURVEY DATA AND HAS SHARED THIS DATA WITH THE LEADERSHIP TEAM.