



Our Direction

Barton Elementary School

Date of Report: 11/16/2023

Vision:

Barton Elementary School is preparing today's learners for college and/or careers by personalizing their education.

Values:

Barton Elementary creates an environment that is safe, secure, fair, ethical, and filled with integrity for all personnel and students.

Mission:

Barton Elementary School's mission is that all graduates will reflect the following principals for success:

- College and/or career ready
- Responsible citizens with moral character
- Technological Awareness
- Life skills
- Health and Safety skills
- Diversity

Goals:

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

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

1. The Barton Elementary School Report Card:

Barton Elementary School is located at 5995 Highway 49, Lexa, AR 72355. Our phone number is 870-572-7294. Our school web address is bartonsd.org. According to the 2022-23, School Report Card, Barton Elementary School had an enrollment of 332 students with a student to teacher ratio of 12:1. Teachers have an average teaching experience of 10.29 years. Our overall school rating score is 62.57. School student demographic consists of 66.3% white, 25.6% African American, 3.% Hispanic/Latino, 2 or more races 4.8%, and Asian 0.3%. Barton Elementary has 86% low-income with 100% participating in the free lunch program. 16% of our student population are eligible to receive special education.

2. Communication

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

Student Outcome Data:

Goal One: Students will show growth on literacy assessments.

2022-2023 ACT Aspire Summative Assessment Data for Grades 3-6

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

- 3rd Grade: English 77% Reading 37%
- 4th Grade: English 42% Reading 25%
- 5th Grade: English 57% Reading 25%
- 6th Grade: English 57% Reading 11%

Progress Monitoring: NWEA Reading/Language Data from August 2023

Kindergarten:

- 33% Tier I (Students are on track to meet grade-level expectations.)
- 64% Tier II (Students are at some risk of not meeting grade-level expectations and need continual intervention.)

- 3% Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.).

1st Grade:

- 49% Tier I
- 39% Tier II
- 12% Tier III

2nd Grade:

- 26% Tier I (Reading), 23% Tier I (Language)
- 53% Tier II (Reading), 43% Tier II (Language)
- 21% Tier III (Reading), 34% Tier III (Language)

Formative Assessments:

NWEA: The NWEA periodic assessments will be administered three times a year.

ATLAS: The ATLAS will be administered in the spring semester of 2024.

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

Goal One Action Statement:

The plan of action to increase student achievement in literacy:

- Barton Elementary will implement 95% Phonics Program in 4th & 5th grade.
- Barton Elementary will implement a Reading/Writing workshop.
- Barton Elementary will utilize the Wit and Wisdom Literacy Curriculum K-6.
- Barton Elementary will utilize the Foundations phonics curriculum K-2.
- Barton Elementary will utilize the Daily Paragraph Editing program 2-8.
- Implement and maintain data spreadsheets available for each student.
- Students will take the following assessments to determine if they need RTI services: NWEA, Star Reading, DSA (Developmental Spelling Assessment), RAN (Rapid Automatic Naming) K-2, and DIBELS Reading Assessment.
- Students in Tier II and Tier III will receive individualized/small group instruction to address remediation needs.
- Classroom teachers will analyze pre/post assessments to identify areas of weakness in order to guide their instruction.
- Barton Elementary will use the Accelerated Reader Program.
- Use data from NWEA to guide instruction.
- Use weekly classroom assessments to guide instruction in the form of, including but not limited to, open response questions.

Target Date: May 2024

Person(s) Responsible: Amanda Jaco, Rita Lederman, Brittany Mitchelll, Rachel Smith, Dana McCormick, Mona Daniel, Robyn Rutland, Cassandra Crowder, Hanah

Resources:

Programs/Curriculum:

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

Assessments:

- NWEA
- DDS: Diagnostic Decoding Surveys
- DSA: Developmental Spelling Assessment
- Dibels
- AR-RAN: Rapid Automatized Naming Screener
- KIDS: Kindergarten inventory of developmental spelling
- STAR
- ATLAS Summative
- Istation (K-2)

Goal Two: Students will show growth on math assessments.

2022-2023 ACT Aspire Summative Assessment Data for Grades 3-6

Math- Percent of students that scored Ready and Exceeding:

- 3rd Grade: 52%
- 4th Grade: 22%
- 5th Grade: 22%
- 6th Grade: 24%

Progress Monitoring: NWEA Math Data from August 2023

Kindergarten:

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

- 12% Tier III (Students are at significant risk of not meeting grade-level expectations and need intensive intervention.).

1st Grade:

- 58% Tier I
- 30% Tier II
- 12% Tier III

2nd Grade:

- 21% Tier I
- 60% Tier II
- 19% Tier III

Formative Assessment:

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

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

Goal Two Action Statement:**The plan of action to increase student achievement in Math:**

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

Target Date: May 2024

Person(s) Responsible: Rachel Smith, Brittany Mitchell, Dana McCormick, Sherry House, Abigail Lamosao, Lauren Harman, Travis Williams, Lauren Corder, Renee Unger, Megan Guthrie, Jake Gerrard

Resources**Programs/Curriculum:**

- enVision

- Supplemental enVision math resources

Assessments:

- NWEA
- ATLAS Summative
- Istation (K-2)

Goal Three: Students will show growth on Science assessments.

2022-2023 ACT Aspire Summative Assessment Data for Grades 3-6:

Science- Percent of students that scored Ready and Exceeding

- 3rd Grade: 31%
- 4th Grade: 22%
- 5th Grade: 17%
- 6th Grade: 24%

Progress Monitoring: NWEA Science Data from August 2023

Formative Assessment

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

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

Goal Three Action Statement:

The plan of action to increase student achievement in Science:

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

Target Date: May 2024

Person(s) Responsible: Shelby Pryor, Shawna Helton, Grace-Anne Harper, Pam Bonner, Megan Guthrie, Jake Gerrard

Resources:

Programs/Curriculum:

- Savvas

Assessments:

- NWEA
- ATLAS

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

Before the end of this school year we will have met all objectives and will have fully implemented all indicators. Our leadership team meets once a month to review and monitor our indicators and the progress made. The leadership team makes modifications to our indicators to make them more effective. Each team member contributes in the decision making process. Our leadership team uses data derived from assessments of all students. These assessments are administered several times a year to drive our academics.

Selected Indicators:

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

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

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

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

Provide a tiered system of instructional and behavioral supports and interventions

IIID02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

IIID03 The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.(5195)

IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)

Provide two-way, school-home communication linked to learning

FE05 The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)

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

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

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