



R. E. Baker Elementary

2025-2026

Building-Level Reflections and Strategic Plan

↓ ATLAS Grade 3 Math Summative ↑		ATLAS Summative	3	2024-2025 - ATLAS Summative	75	1063 ± 2 i	Percent 13% 33% 28% 25% Count 10 25 21 19	05/06/2025
State	ATLAS Grade 3 Math Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	36072	1054 i	Percent 27% 33% 26% 13% Count 9.8K 12K 9.5K 4.8K	—
District	ATLAS Grade 3 Math Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	1610	1065 i	Percent 11% 23% 32% 33% Count 185 376 513 536	—

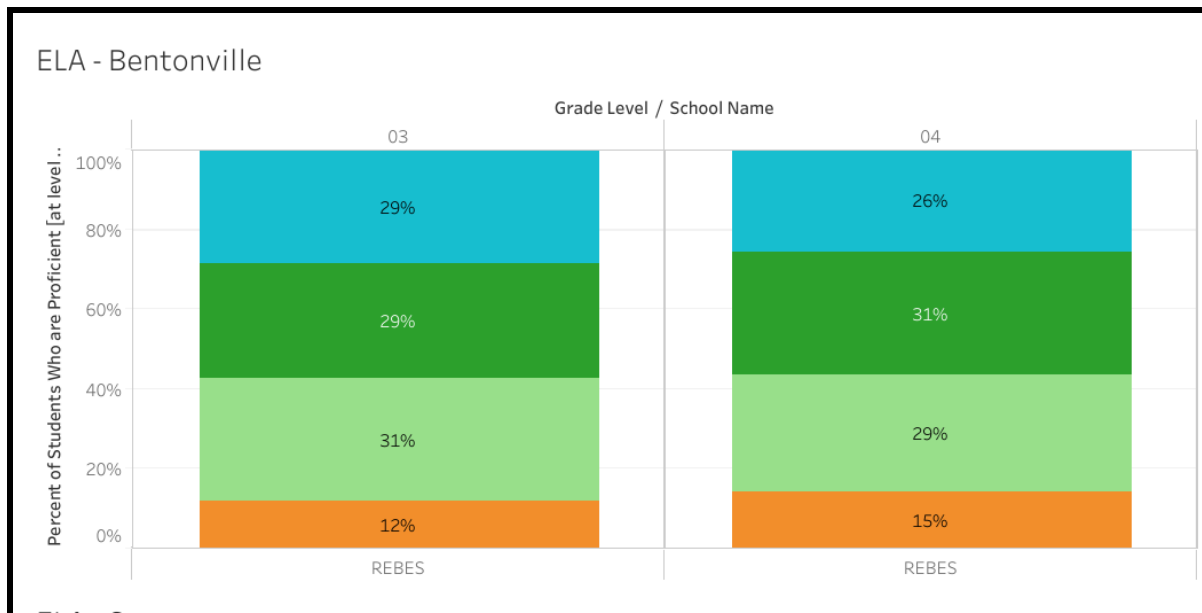
Test Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
↓ ATLAS Grade 4 Math Summative ↑		ATLAS Summative	4	2024-2025 - ATLAS Summative	53	1068 ± 2 i	Percent 6% 30% 21% 43% Count 3 16 11 23	05/09/2025
State	ATLAS Grade 4 Math Summative	ATLAS Summative	4	2024-2025 - ATLAS Summative	35201	1055 i	Percent 24% 33% 28% 15% Count 8.5K 11.5K 9.7K 5.4K	—
District	ATLAS Grade 4 Math Summative	ATLAS Summative	4	2024-2025 - ATLAS Summative	1424	1068 i	Percent 8% 21% 31% 40% Count 113 302 445 564	—

	↓ ATLAS Grade 3 Science Summative	↑	ATLAS Summative	3	2024-2025 - ATLAS Summative	75	1065 ± 2 i		05/09/2025
	State	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	36070	1056 i		—
	District	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	1610	1066 i		—

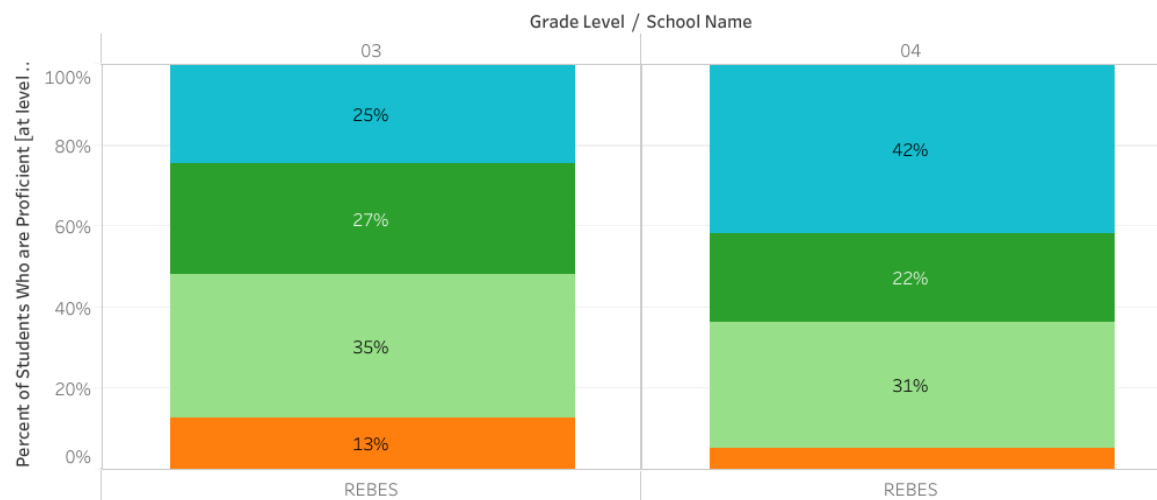
Test Name			Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
↓ ATLAS Grade 4 Science Summative			↑ ATLAS Summative	4	2024-2025 - ATLAS Summative	53	1065 ± 2	Percent Count 15%8 25%13 25%13 36%19	05/09/2025
State	ATLAS Grade 4 Science Summative		ATLAS Summative	4	2024-2025 - ATLAS Summative	35198	1056	Percent Count 25%8.9K 35%12.4K 25%8.9K 14%5K	—
District	ATLAS Grade 4 Science Summative		ATLAS Summative	4	2024-2025 - ATLAS Summative	1424	1065	Percent Count 11%158 27%389 31%441 31%436	—

Test Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
↓ ATLAS Grade 3 ELA Summative ↑		ATLAS Summative	3	2024-2025 - ATLAS Summative	75	1061 ± 2	Percent Count12%929%2229%2229%22	05/08/2025
State	ATLAS Grade 3 ELA Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	36054	1053	Percent Count29%10.5K35%12.5K21%7.6K15%5.4K	—
District	ATLAS Grade 3 ELA Summative	ATLAS Summative	3	2024-2025 - ATLAS Summative	1610	1062	Percent Count13%20530%47627%42831%501	—

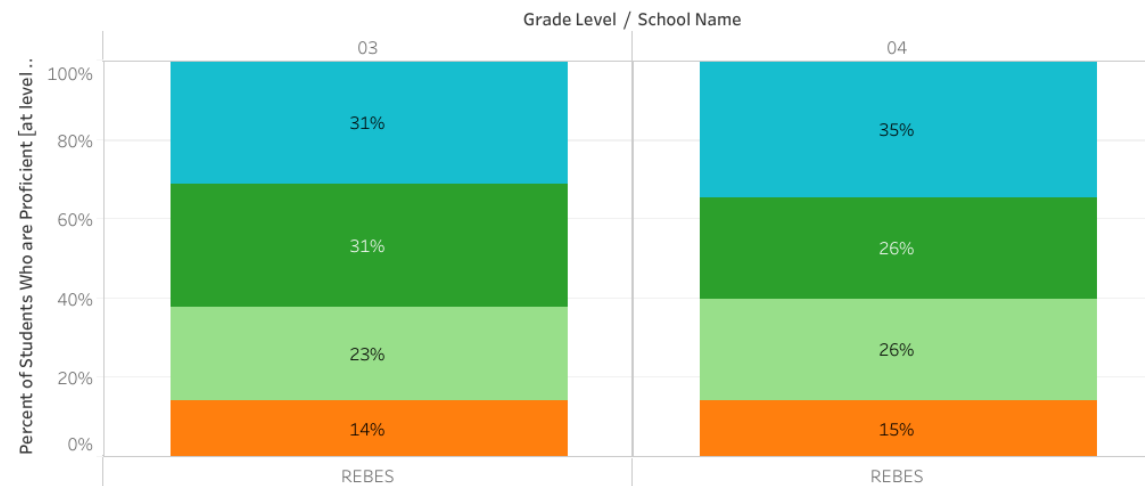
ATLAS Grade 4 ELA Summative		ATLAS Summative	4	2024-2025 - ATLAS Summative	53	1060 ± 2	Percent Count 15% 8 28% 15 30% 16 26% 14	05/05/2025
State	ATLAS Grade 4 ELA Summative	ATLAS Summative	4	2024-2025 - ATLAS Summative	35184	1054	Percent Count 26% 9.1K 35% 12.3K 26% 9.1K 13% 4.6K	—
District	ATLAS Grade 4 ELA Summative	ATLAS Summative	4	2024-2025 - ATLAS Summative	1424	1062	Percent Count 10% 148 29% 406 35% 492 27% 378	—



Math - Bentonville



Science - Bentonville



DATA SUMMARY-CURRENT REALITY

Identified as a school-wide Title I campus, RE Baker Elementary has the lowest enrollment among P-4 campuses in the Bentonville School System, following a trend of declining enrollment over the last 3 years. 50% of the 297 students in grades K-4 qualified for free or reduced lunch as of May 2025.

Data shows increases in students' achievement and growth over the last four years. Using the estimated school performance ratings using the revised Arkansas school accountability formula, R. E. Baker earned 536.88 points with a simulated letter grade of an A based on 2023 -2024 results.

Current building initiatives are focusing on learning environments and authentic feedback for students. 58% percent of licensed classroom teachers participated in summer professional development. Teams participated in Conscious Discipline Institutes or the Visible Learning National Conference.

The REBES campuses houses the Excellent Beginnings's preschool program and the district's gifted and talented program for grades K-5.

COMPREHENSIVE NEEDS ASSESSMENT:

RE Baker Elementary conducted data trend analysis of academic achievement using results from quarterly formative assessments, local common assessment, ATLAS, and family engagement survey results.

We examined our instructional strategies, classroom structure/grouping, and classroom observation data. Based on data we have committed growth efforts to Tier I instruction, common assessments, approach to Response to Intervention, and professional development practices to better meet the needs of all our students.

Professional development will continue through the 25-26 school year in both Visible Learning and Conscious Discipline, partnering with district initiatives.

STRENGTH AREAS:

Increase in the percentage of proficiency in ELA, Math, and Science in grades 3 and 4 compared to 23-24 results.

GROWTH AREAS:

- 317 student discipline incidents.
- Only 15% of our parents/guardians participated in Parent and Family Engagement Survey.

- Above 40% of students in grades 2, 3, and 4 participated in tiered intervention for math.
- Only 47% female students in third grade scored proficient in math compared to 63% male students.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2024](#)

- **By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District’s on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.**
- **Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance.**
- **Refined Communication System: Execute a universal plan of school, district, and executive communication to address parents & community.**
- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**

MISSION & VISION:

R.E. Baker Elementary School will create a learning environment that fosters learning and develops compassionate and contributing citizens through purposeful instruction. We are committed to our vision: Success for ALL: Educate, Equip, Empower

Response to Intervention	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. Provide a tiered system of instructional and behavioral support and intervention (RTI)
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SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
All students at R.E. Baker will be identified in our RTI documentation identifying students on and below grade level supported by assessment data collected according to district assessment calendars. Students intervention status and progress will also be identified monthly with documentation of progress monitoring completed	Nick Lyons	All students will be assessed monthly according to literacy screeners and assessments outlined in district assessment calendars per grade level.. These assessment systems will provide timely results in order to intervene early and often with the students for improved performance. Any student with two data points not on grade level will be flagged for intervention, decided at scheduled RTI meetings. Intervention, progress monitoring tool, and progress monitoring frequency will be outlined at these meetings.	Dedicated Time on PLC Rotation for RTI Meetings. Case Managers - Time to meet	Success will be measured by identifying intervention needs of students and progress monitoring of intervention to close academic gaps to ensure success on grade level material. Percentages of students identified as scoring below grade-level benchmarks will decrease.
		RTI Case Managers will meet with each team monthly and discuss every student per grade level. They will discuss the most recent data surrounding quarterly		

		literacy assessments and screeners. They will also monitor intervention progress for both Tier II and Tier III students. The teacher who provides intervention for each student, as outlined in the case manager document will update the team each month on the progress of intervention, and that data is entered in EdPlan.		
		Case Managers will meet monthly to review progress notes from each grade level to ensure all progress monitoring is up to date and students are receiving the correct intervention. This committee will help determine when the students should move up or down in tiered intervention and if further diagnostic testing is necessary.		
Refined Communication Smart Goal	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). Provide a two-way school-home communication linked to the learning.			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)

R. E. Baker parents receive weekly communication from administration and teachers. Classroom teacher communication keep parents updated on learning targets for the upcoming week. Administration communicates weekly about parental involvement opportunities. Monthly parents are provided a newsletter with parental tips on on working with students at home on grade level learning targets. Parents will be able to monitor student progress on mastering learning targets and essential standards through	Nick Lyons	Grade-level teachers' communication goes out each week with information about what will be covered in class for that week. Administration monitors this communication weekly. Parents will receive a Year at Glance REBES Events.		Parent surveys should show satisfaction with communication from teachers and administration. We will have an increase in our percentage of parents who feel they are given the appropriate tools and suggestions on how to help their students at home R. E. Baker Events
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TeacherEase				
		Monthly newsletter produced with short teacher tip videos. Each grade level chooses a math or reading strategy to create a video for parents to be able to follow to practice with their child.	Professional development opportunities on embedded formative assessments and systematic evidence collection across grade levels.	
		Administration monitors TeacherEase updates weekly to guarantee updates are being made by regularly to guarantee parents can track progress toward mastery on grade-level standards	Dedicated time for PLCs to determine and create short instructional strategies to share with parents.	
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Professional Learning Communities will meet weekly following a rotation to meet to discuss: Math Grade Level Data, Literacy Grade Level Data, Response to Intervention to discuss progress monitoring data of Tier II and Tier III	Nick Lyons	1. Establish schedule: Math PLC Literacy PLC Response to Intervention - Academic Response to Intervention - Behavior	Coaching to increase teacher capacity for learning target proficiency.	PLC Surveys will show an increased understanding of learning target proficiency.

students, Response to Intervention Behavior Meetings to discuss Tier II and Tier III behavior plans and data.				
		During planning, teams identify essential standards to track formatively and have discussions in Math and Literacy using the 4 PLC questions.	Professional Development to assess and provide feedback to students to make instructional moves and decisions quickly.	Increase in students' mastery of common formative assessments.
		Facilitate instructional conversations to guarantee student mastery of essential standards/learning targets		

Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - District Literacy RTI Flowchart

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Title I funds will be used to provide salaries for 1.0 FTE who provide math and literacy intervention.
Additional Request for the district to consider: (what additional requests the school is asking of the district)

*District - Additional Support/Considerations: (what the district decides to provide)
Insert link to meeting agenda/minutes example: REBES Leadership Team Agenda