



**Ruth Barker Middle School
2025-2026**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

COMPREHENSIVE NEEDS ASSESSMENT:

Ruth Barker Middle School's School Improvement Leadership Team has analyzed test scores from the 2024-2025 ATLAS Assessment. We have looked at all students and all subpopulations, along with non-testing data such as: discipline, attendance, and longitudinal data. We looked at these data points to determine trends, growth areas and areas of strength. The data will help drive our instructional and remediation efforts along with how we structure our school day to ensure we are meeting the needs of ALL of our students. Our goal is to focus on student growth and move students from their current level of achievement to a higher level based upon the Spring 2026 ATLAS Assessment.

24-25 ATLAS SUMMATIVE ACHIEVEMENT TRENDS

Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart	Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart
5th Math	57	Percent 18% 26% 27% 30% Count 46 67 71 78	5th ELA	56	Percent 17% 31% 29% 22% Count 46 84 78 59
6th Math	65	Percent 13% 23% 31% 34% Count 31 57 76 84	6th ELA	57	Percent 15% 28% 25% 32% Count 37 69 62 80

5th Science	52	<table><tr><td>Percent</td><td>22%</td><td>25%</td><td>27%</td><td>26%</td></tr><tr><td>Count</td><td>59</td><td>68</td><td>71</td><td>69</td></tr></table>	Percent	22%	25%	27%	26%	Count	59	68	71	69			
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6th Science	63	<table><tr><td>Percent</td><td>15%</td><td>23%</td><td>26%</td><td>37%</td></tr><tr><td>Count</td><td>37</td><td>56</td><td>64</td><td>91</td></tr></table>	Percent	15%	23%	26%	37%	Count	37	56	64	91			
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STRENGTH AREAS:

- ELA overall achievement in 5th Grade went up 5%
- The overall number of students moving levels of proficiency in ELA and Science increased in both grade levels

GROWTH AREAS:

- Math in both 5th and 6th Grade went down 5th (-9%) and 6th (-2%)
- Science did not grow, but did not drop

DISTRICT GOALS

- 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.
 - 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%.
- Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.
 - School Status, a universal communications platform, will be utilized for communication with families and students throughout the district.
- Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.

MISSION & VISION:

Barker's mission is to cultivate an internationally-minded community that fosters curiosity, integrity, and empathy. We are dedicated to nurturing resilient, respectful young scholars and inspiring a passion for learning. Through engaging units of inquiry, we embrace each student's unique potential with enthusiasm, ensuring their growth and development.

Academic Response to Intervention Goal	Lead Staff	Action Steps	Resources Needed	Evidence
PLCs will meet weekly to support student growth by standard. Teams will review formative and summative assessment data to identify students who need additional support and/or remediation. Additionally, each team will meet monthly to discuss student needs based on their current academic progress.	Eric Hipp Jennifer Bushong Kimber Jungles Sara Kissinger Andrea Solis	Daily provide intervention periods for both Math and ELA. Monthly- RTI team will meet to discuss alignment of services to student needs.	Interventionists Common assessment data	ATLAS 2026 ELA growth of 5% ATLAS 2026 Math growth of 4%
Communication and Engagement Goal	Lead Staff	Action Steps	Resources Needed	Evidence
We will utilize platforms such as School Status, social media, and Google Classroom to ensure clear and consistent communication with families and the community. Additionally, we will partner with various community organizations as we implement the International Baccalaureate Programme. Finally, we will fully implement our Parent Engagement Plan, which includes the following key components: supporting parenting, communicating with parents and the community, encouraging volunteering, promoting learning at home, involving families in decision-making, and collaborating with the community.	Eric Hipp Jennifer Bushong Megan Kennedy	Teachers communicate grades through eschool and email. Administration communicates through School Status and Social Media. Monthly PTO meetings Parent Events • Open House- August 6, 2025 • Fall Parent/Teacher Conferences- October 23rd and 28, 2025 • Spring Parent/Teacher Conferences- February 19th and 24th, 2026 • What's Next Night- February 9, 2026	Training on School Status software.	Parent Feedback

Professional Learning Community Goal	Lead Staff	Action Steps	Resources Needed	Evidence
All PLCs will meet weekly to review formative and summative assessment data to ensure all students are mastering grade-level standards. An intervention plan will be implemented for students who have not yet mastered the standards, as well as for those who are already on grade level and need enrichment. In addition, teams will collaborate weekly on interdisciplinary unit planning.	Administration and PLC Leaders	Weekly Meetings Review Data Intervention/Extension/Enrichment during Math and ELA PLT	Common assessment data	Tier 1 and Tier 3 intervention sessions will address student deficits.

Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents
Because we know from the science of reading that Decoding x Language Comprehension = Reading Comprehension, these areas are the focus of literacy instruction at the middle level. For decoding, the emphasis is placed on multisyllabic words and morphology. Language comprehension is explicitly taught and practiced across grades 5-8, with emphasis on vocabulary, comprehension strategies, verbal reasoning, and syntax in increasingly complex texts. All students are assessed through a screening process to ensure grade-level mastery of reading skills, and interventions are used as appropriate to close gaps in decoding and/or comprehension.
• With the exception of new staff, all teachers have been trained in RISE. New staff will be trained as soon as training is available. • CWTs to ensure RISE strategies are being used. • CWTs to ensure engagement and academic conversations are being used to increase levels of rigor. • RtI: We have 30+ minutes of remediation and enrichment built in each day to address literacy for all students. • Dyslexia interventionists, literacy interventionist and literacy teachers target tier 2 and 3 students daily for specific remediation instruction. • All students have access to IXL and use this program on a daily basis both during and before school. • DAZE, DORF, ATLAS data used to help

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Two literacy interventionists paid for by a combination of District and Title 1 funds.

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)