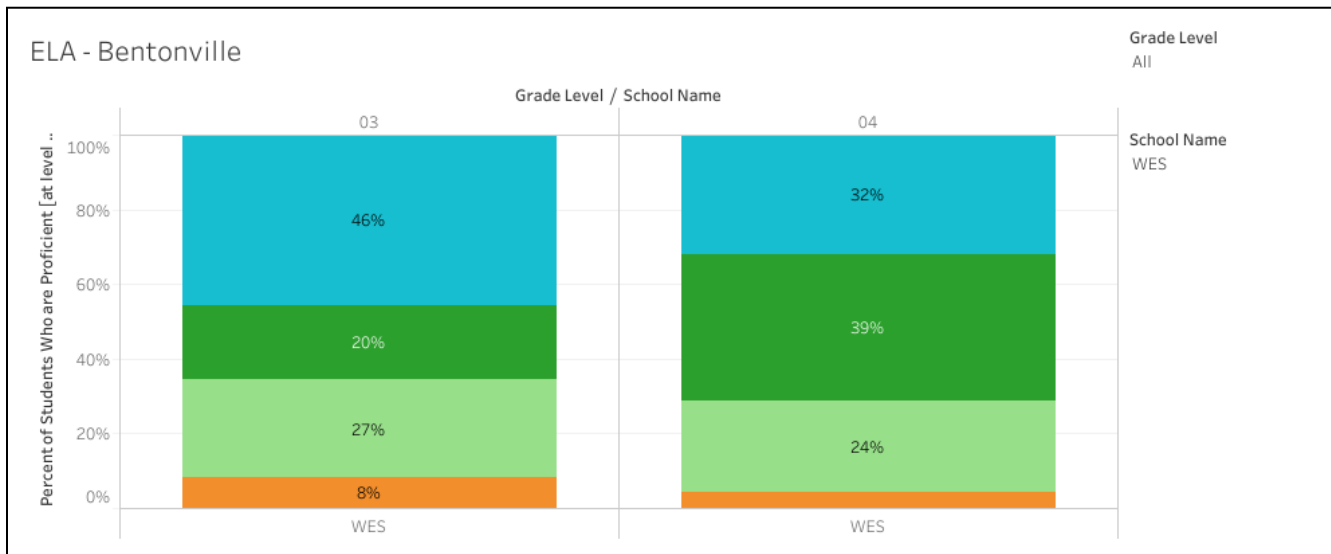


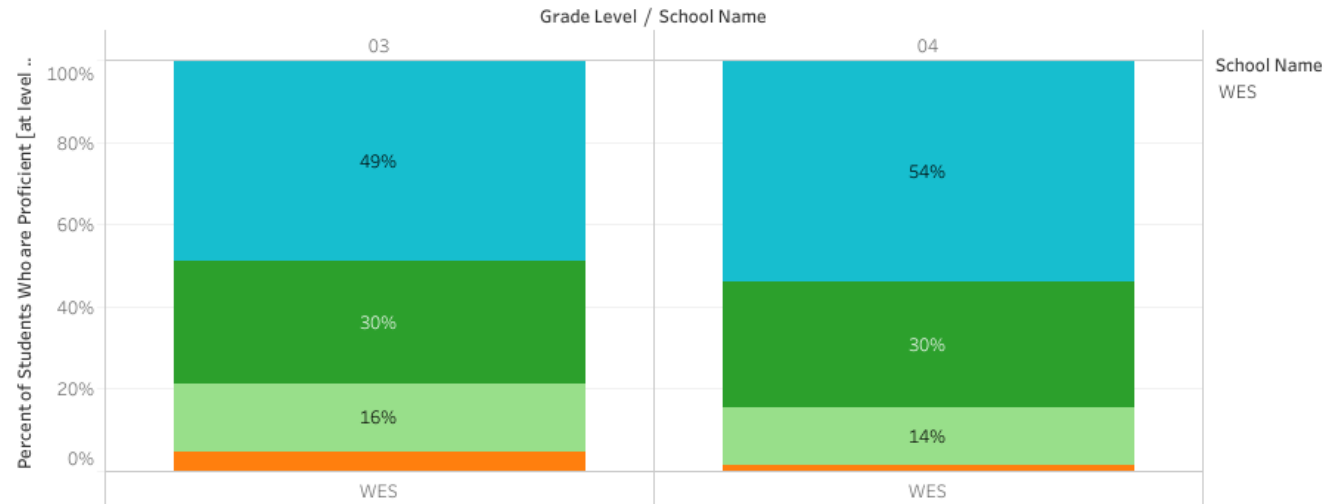


Willowbrook Elementary
2025-2026
Building-Level Reflections and Strategic Plan

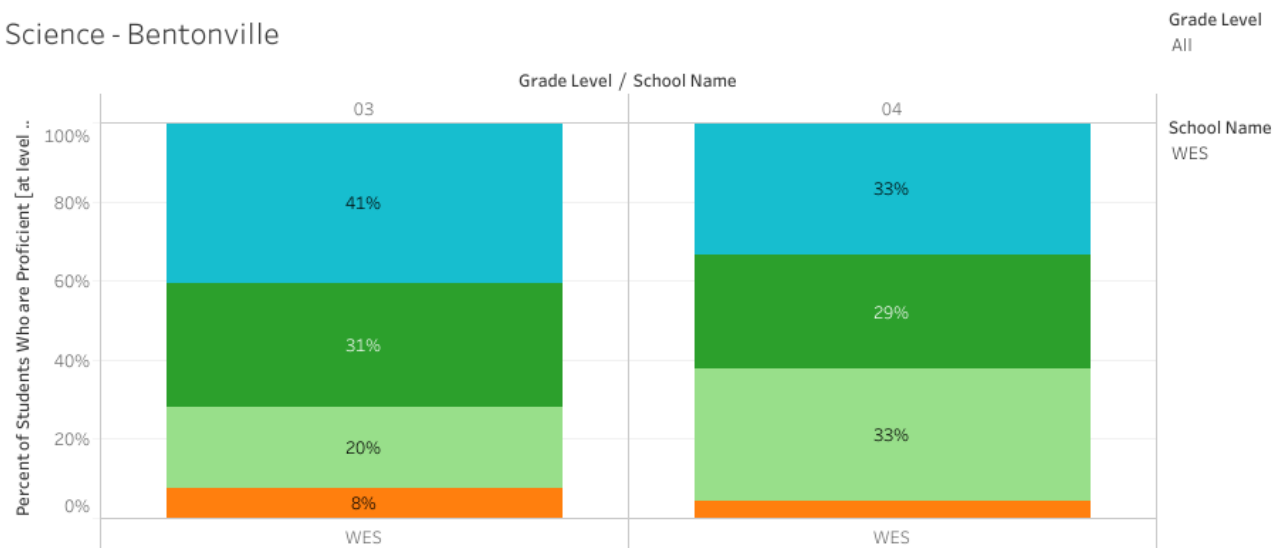
DATA SUMMARY-CURRENT REALITY



Math - Bentonville



Science - Bentonville



Grade 3 ELA

- Percent Proficient: 66%
- Average Score: 1066 $\pm$ 1
- Level 1: 8%
- Level 2: 27%
- Level 3: 20%
- Level 4: 46%

Grade 4 ELA

- Percent Proficient: 71%
- Average Score: 1066 $\pm$ 1
- Level 1: 4%
- Level 2: 24%
- Level 3: 39%
- Level 4: 32%

Grade 3 Math

- Percent Proficient: 79%
- Average Score: 1071 $\pm$ 1
- Level 1: 5%
- Level 2: 16%
- Level 3: 30%
- Level 4: 49%

Grade 4 Math

- Percent Proficient: 84%
- Average Score: 1073 ± 1
- Level 1: 2%
- Level 2: 14%
- Level 3: 30%
- Level 4: 54%

Grade 3 Science

- Percent Proficient: 73%
- Average Score: 1071 ± 2
- Level 1: 8%
- Level 2: 20%
- Level 3: 32%
- Level 4: 41%

Grade 4 Science

- Percent Proficient: 62%
- Average Score: 1067 ± 1
- Level 1: 4%
- Level 2: 33%
- Level 3: 29%
- Level 4: 33%

Schoolwide PLC and Instructional Focus

Willowbrook Elementary will continue to strengthen and shape our schoolwide Professional Learning Community (PLC) culture to ensure all students grow and succeed. Our teachers and staff will implement focused and strategic plans to address the needs of all subpopulations, including English learners and students with disabilities. Academic specialists, ESL teachers, and special education teachers will be actively included in data-based decision-making, data meetings, and instructional planning PLCs.

Our top priority for this school year is to continue refining and strengthening our Response to Intervention (RTI) process. All staff members will be engaged in supporting students during our dedicated intervention and extension block, ensuring that every learner receives targeted instruction at their level. Teachers will receive ongoing coaching and peer support in academic areas to deepen instructional expertise. Additionally, a co-teacher adult learning strategy will guide the design of professional development opportunities to support continuous growth for all staff members.

Comprehensive Needs Assessment

Willowbrook was recognized as a Model PLC School by Solution Tree in 2023. We remain committed to deepening our collective understanding of PLCs at Work through embedded coaching, collaborative team meetings, and targeted professional development. While our teams demonstrate strong collaborative practices, there is a need for updated training and alignment in our PLC and RTI processes due to new staff members.

In response, we will train new staff members in the protocols and standards of PLC and RTI. We will deepen our understanding of student growth and ATLAS through training APSRC. We will strengthen comprehension, inference and analysis skills to support higher performance levels. We will provide training from the NWAESC and the Amazeum to emphasize more critical thinking, application-based learning and inquiry to boost mastery of science. Additionally, we will identify and support students scoring at Levels 1 and 2 through targeted small-group interventions. We will monitor progress using common formative assessments and adjust supports accordingly.

STRENGTH AREAS:

2025 ATLAS

- Very high percentages in Level 4 for Grade 4 Math, Grade 3 Math, Grade 3 ELA, and Grade 3 Science.
- Low Level 1 percentages overall, indicating strong foundational skills.

GROWTH AREAS:

2025 ATLAS

- Grade 4 ELA and Science have higher percentages in Level 2 (approaching proficiency), especially Science (34%).
- Grade 3 ELA has slightly higher Level 1 (8%)- suggesting a few students needing foundational reading support.
- Grades 3 & 4 ELA - Strengthen comprehension strategies and advanced text analysis to move more students from Level 2 to Level 3/4.
- Grade 4 Science - Target support for concepts leading to higher reasoning and mastery levels.
- Grade 4 Science - Incorporate more hands-on investigations and critical thinking tasks.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2024](#) district goals are connected to our Willowbrook building goals.

- **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:** Every student will be prepared for academic and career success. Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will receive support to grow academically. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance. Students will be provided high-quality instruction by highly effective teachers. Develop leadership effectiveness for coaching and assessing quality instruction in every classroom. All certified staff will participate in effective PLCs that focus on improving instruction.
 - WES Indicators: Teachers will provide personalized support and learning for all students using district provided curriculum and resources.
 - WES Indicators: Using our ATLAS growth scores, Willowbrook will monitor the progress of all students in literacy and math. Additionally, we will monitor science growth for students in grades 3 and 4. Grade level teams and academic specialists will meet regularly to discuss strategies and interventions for student needs in academic & behavior response to intervention support. Parents will be notified of student progress routinely each quarter by the teacher.

- **Refined Communication System:** BSD parents & community will receive comprehensive communications and updates to better understand student performance and district decisions. Execute a universal plan of school, district and executive communication to address parents, staff & community. Provide a digital, interactive platform for parents and community stakeholders.
 - WES Indicators: Willowbrook will host parent learning walks to provide understanding of student learning. Willowbrook will provide a schoolwide monthly newsletter to all families in addition to regularly maintained schoolwide social media and digital learning platforms. We will host parent teacher conferences twice a year. Willowbrook will send home Tuesday Folders each week with homework, school/ classroom newsletters, PTO information, and information regarding school events.
- Open House August 7, 2025
- Fall P/T Conferences October 21 - 27, 2025
- Spring P/T Conferences March 16 - 19, 2026
- Kindergarten Orientation April 2026
- Academic Literacy & STEM Showcase April 2026
- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC. Students and staff will continue to grow and strengthen their cultural competence to create inclusive school environments.**
 - WES Indicators: Willowbrook staff will participate in professional development and learning activities throughout the school year. The school will collaborate with Easter Seales in working together to provide excellence for Willowbrook students through professional development for staff and workshops for parents.

MISSION & VISION of Willowbrook Elementary:

Mission:

All Learners Growing Everyday!

Vision:

We are **BRAVE** in our Learning.

We are **KIND** in our Actions.

We are **ADVENTUROUS** in our Thinking.

Willowbrook is the place to be!

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 supports and intervention (RTI).			
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?)
By May 2026, Willowbrook Elementary will implement a reliable, valid, and comprehensive screening system for academics and behavior, assessing all students at least three times per year (fall, winter, spring), to identify students in need of targeted support. Using this system, 100% of students identified as needing intervention will be provided with tiered academic and/or behavioral supports through the Response to Intervention (RTI)	Christina Hamilton, Principal Tania Cardenas, Assistant Principal Gaile Prater, Literacy Coach Allison Helton, Math Coach Classroom Teachers	Establish and communicate a clear schoolwide screening schedule Develop and share an annual assessment calendar outlining three universal screening windows (fall, winter, spring) for academics (ATLAS Growth Assessment, district screeners) and behavior (office discipline referrals, behavior screeners). Train all staff on the	- ATLAS Growth Assessment and district academic screeners - Behavior screening tools and discipline data reports - Evidence-based intervention programs and materials - Progress monitoring tools - Professional development sessions and materials - RTI documentation platform or digital tracking systems/spreadsheets - Dedicated intervention and extension block in the master schedule	How success will be measured: 100% of students screened three times per year using ATLAS Growth Assessment and behavior screeners. - All students identified for intervention assigned a tiered support plan within two weeks of data review meetings. - Biweekly progress monitoring data collected and reviewed for all students receiving Tier 2 and Tier 3 interventions. - Intervention fidelity checks completed at least once per quarter. What success looks like:

framework, with progress monitored at least biweekly to inform instructional decisions and ensure at least 80% of students receiving intervention demonstrate measurable growth on NWEA MAP or ACT Aspire interim assessments.		district flowcharts and RTI decision rules ● Provide professional development on the administration and interpretation of ATLAS data and behavioral screening results, including clear criteria for Tier 2 and Tier 3 interventions. Review and analyze screening data in PLCs and data meetings ● Facilitate grade-level data meetings following each screening window to identify students needing targeted support, assign interventions, and set progress monitoring goals.		● At least 80% of students receiving interventions show measurable growth (meeting or exceeding individual growth targets) on the ATLAS Growth Assessment ● Decrease in the number of students needing Tier 3 intensive support as Tier 1 and Tier 2 become more effective. ● Reduction in office discipline referrals and improvement in behavioral data across the school year. ● Increased teacher capacity and confidence in data-driven decision-making, evidenced by staff surveys and PLC reflections.
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		Implement tiered intervention plans ● Assign targeted academic or behavioral interventions for identified students using evidence-based programs and strategies aligned with student needs. Establish progress monitoring routines ● Monitor students receiving interventions at least biweekly and adjust supports based on ongoing data. Document and track student response to intervention ● Maintain intervention logs and progress monitoring data in shared systems		
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		(e.g., RTI data platform or intervention tracking sheets). Provide ongoing coaching and support for staff Literacy coach, math coach, and administrative team will offer modeling, observation feedback, and resources to ensure fidelity of implementation.		
	Campus Leadership Team Christina Hamilton, Principal Tania Cardenas, Assistant Principal	Regularly scheduled PLCs for all grade levels K-4. Regularly scheduled coaching cycles for staff as defined in our data analysis plan for 23-24. Campus RTI team will meet regularly, once a month, with teams in grades K-4 to discuss	Campus wide focused PLC schedule and agenda items based on district strategic goals. District RTI Flowcharts for literacy and math.	Student success will be measured using district assessment data, NWEA MAP data, and ATLAS data. By the end of the school year, student growth should have improved meeting proficiency at or above 90% in literacy and math.

		students performing below grade level and not making adequate progress through interventions.		
Refined Communication	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 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?)
By May 2026, Willowbrook Elementary will establish and sustain a two-way communication system that informs 100% of families about school expectations and home curriculum supports, and actively engages at least 90% of families in learning-focused activities and feedback opportunities, to	Christina Hamilton, Principal Tania Cardenas, Assistant Principal Brittany Tavernaro, Librarian Cierra Murrah, Counselor Nicole Short, Counselor Office Staff Classroom Teachers	Develop a comprehensive family communication plan - Create a yearlong communication calendar outlining regular newsletters, parent meetings, curriculum nights, and learning workshops. - Define key academic expectations and home support strategies to be	- Communication platforms (e.g., Class Dojo, district platform, email list tools) - Translation and interpretation services - Materials for family workshops and events (e.g., take-home learning kits, presentations, printed guides) - Survey tools (digital or paper) - Professional development on effective family engagement and cultural responsiveness - Calendar templates and planning materials	How success will be measured: 100% of families receive regular communication about learning expectations and home support strategies. - At least 80% family participation rate in surveys and/or school events. - Positive feedback (e.g., 85% or higher satisfaction) from parent surveys regarding clarity and usefulness of communication. - Increase in student academic progress

strengthen the home-school connection and improve student learning outcomes.		shared. Implement multiple, accessible communication tools ● Utilize platforms such as Class Dojo, district communication platform/app, school website, printed newsletters, and social media to ensure all families receive timely updates. ● Provide translation and interpretation services for multilingual families. Host family learning events and workshops ● Schedule at least two family-focused events per year (e.g., Academic Showcase and		correlated with higher family engagement (monitored through progress reports and classroom data). What success looks like: ● Families clearly understand academic expectations and strategies to support learning at home. ● Increased family confidence and involvement, as seen in higher event participation and greater two-way communication. ● Stronger partnerships reflected in improved student outcomes and more frequent family-staff collaboration. ● Enhanced trust and relationships between school staff and families.
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		Easter Seales parent workshop) to demonstrate how parents can support learning at home. Establish two-way communication systems ● Implement feedback opportunities such as family surveys, suggestion boxes, and open Q&A sessions at PTO meetings. ● Use parent-teacher conferences and individual meetings to set and review shared academic goals for each child. Provide staff training on family engagement strategies ● Train staff on best		
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		practices for communicating with families in ways that are culturally responsive, empathetic, and focused on learning. Monitor and celebrate family participation ● Track event attendance, parent feedback, and engagement data to adjust strategies and celebrate successes. Parent Teacher Organization (PTO) Meetings held onsite once a month: ● August 21, 2025 ● September 18, 2025 ● October 16, 2025 ● November 20, 2025 ● December 18, 2025 ● January 15, 2026 ● February 19, 2026 ● March 19, 2026 ● April 16, 2026 ● May 14, 2026		
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Additional Family Dates:

- Partner with our local community and businesses. Ex: Willowbrook Gives Back, Sharing & Caring and Snack Pack programs.
- Willowbrook Open House - August 7, 2025
- Rock Your School and Pep Rally with Awards - September 26, 2025
- Fall Fun & Field Day - October 17, 2025
- Fire Prevention & Safety with City of Bentonville - October 6, 2025
- Healthy Choices Week - October 27 - 31, 2025
- Veteran's Day Program and Pep Rally with Awards - November 7, 2025
- Samaritan Community Food Drive - Week of November 17-21, 2025
- Holiday Sing-a-Long - December 19, 2025
- All Bentonville Reads Family Book Club - Jan. 30-March 13, 2026
- Culture & Community Fair - March 31, 2026
- High School Senior Walk - May 16, 2026

Safe & Collaborative Culture	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs).			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By May 2026, Willowbrook Elementary will ensure that 100% of instructional teams (PLCs) meet for a minimum of 50 minutes per week to collaboratively develop and refine units of instruction, analyze student learning data, and design targeted instructional responses, resulting in at least 80% of students demonstrating growth on the ATLAS Growth Assessment.	Christina Hamilton, Principal Tania Cardenas, Assistant Principal Gaile Prater, Literacy Coach Allison Helton, Math Coach Classroom Teachers	Establish and protect a weekly PLC meeting schedule - Build dedicated 50-minute blocks into the master schedule for each grade-level and content-area PLC. - Communicate and protect this time as non-negotiable, minimizing interruptions. Provide training on effective PLC practices and data analysis - Offer ongoing professional	- Master schedule with protected PLC time blocks - ATLAS Growth Assessment data reports - District curriculum guides, pacing documents, and standards unpacking tools - PLC agendas, data analysis protocols, and planning templates - Professional development sessions on PLC facilitation and collaborative planning - Coaching support from literacy and math coaches	How success will be measured: 100% of instructional teams meet weekly for at least 50 minutes as documented through meeting logs and agendas. - Evidence of collaboratively developed and refined units of instruction (unit plans, common assessments, lesson artifacts). - Use of student learning data to inform instruction, documented in PLC meeting minutes and data trackers. - At least 80% of students demonstrate growth on the ATLAS Growth Assessment. What success looks like:

		development on adjusting current curriculum standards-based units, creating common formative assessments, and using data to inform instruction. ● Train teams on data protocols and structured analysis processes. Facilitate the development and refinement of instructional units ● Guide teams to unpack standards, identify essential learning outcomes, and design aligned assessments and		● Instructional teams consistently analyze and respond to student learning needs. ● Units of instruction are aligned to standards and designed to meet diverse student needs. ● Stronger instructional coherence and increased teacher efficacy through shared planning. ● Improved student achievement and growth data as a result of focused, collaborative instructional planning.
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		instructional strategies. ● Incorporate district curriculum resources and state standards into planning. Support data-driven instructional decision-making ● After each assessment cycle, facilitate data meetings within PLCs to identify strengths, gaps, and student groups needing support or enrichment. ● Plan targeted small groups and intervention strategies		
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		accordingly. Implement ongoing coaching and support for PLCs ● Literacy and math coaches, as well as administrators, will attend PLC meetings regularly to provide feedback, resources, and support for continuous improvement. Monitor PLC effectiveness and adjust as needed ● Use PLC self-reflection tools, meeting agendas, and minutes to ensure that time is used effectively and focused on		
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		student learning.		
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Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents
Willowbrook Elementary - Literacy Plan Willowbrook teachers and staff will provide personalized, targeted literacy support to all students by using the district-provided curriculum and resources, aligned with Arkansas state standards. All teachers have completed the required Arkansas RISE certification and training, ensuring strong, evidence-based literacy practices across all classrooms. These efforts will be strengthened through dedicated grade-level PLC meetings and Response to Intervention (RTI) data meetings, where teams will collaboratively analyze student learning data, plan instruction, and design targeted supports. Using ATLAS Growth Assessment data, district assessments and grade level created common formative assessment data, Willowbrook will systematically monitor literacy progress for every student throughout the year. A tiered support system will guide instruction: high-quality core instruction for all students (Tier 1), targeted small-group interventions for students needing additional support (Tier 2), and intensive individualized interventions for those with the greatest needs (Tier 3). Grade-level teams and academic coaches will meet regularly to coordinate these supports and adjust plans to ensure each student receives the right level of assistance. Families will be engaged as essential partners in this process; teachers will provide routine updates on student literacy progress at least quarterly, including strategies and resources parents can use at home to reinforce learning and build strong literacy habits.

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
WES uses a committee and leadership team structure to make decisions regarding supplemental purchases to support students and staff. Willowbrook provides funding for the following:

The Science of Reading and Arkansas RISE Initiative K-4

- Updated refresher training for all K-4 instructional staff facilitated by school literacy coach.
- Instructional Rounds facilitated by instructional coaches and administrators through the collaborative community process (PLC).
- Coaching Cycles implemented by instructional coaches for all K-4 staff.
- Literacy Coach: Gaile Prater
- Interventionist: Kellie Pledger

Collaborative Communities (PLCs)

- Solution Tree Professional Development
- *Learning by Doing* by Richard DuFour Book Study
- PD in Science of Reading, CGI Math Instruction, Context for Learning and Extending Children's Mathematics
- Visible Learning

Academic & Behavior Response to Intervention

- WES maintains a full-time schoolwide interventionists, Kellie Pledger and literacy coach, Gaile Prater.
- A Developed system for identifying students not performing at grade level.
- Well documented interventions for support in math, literacy, and behavior
- Progress monitoring of multiple data points and utilizing district flowcharts
- Timely communication provided to parents regarding progress

Learner Engagement

- Visible Learning Training
- Conscious Discipline Training
- School Wide Dispositions: Used to promote a positive climate and students learn about the dispositions through their houses and integrated with schoolwide PBS.
- Student Agency: Opportunities to engage students as learners through the Learning Pit and personalized learning plans

Communication

- School Wide Announcements shared over Intercom
- Weekly Staff Update Memo, shared agendas, and meeting minutes with staff
- Staff Committees and Collaborative Planning Teams
- Regular social media activity, interaction, and community engagement
- Monthly Newsletter
- Respond to parents and community within 24 hours
- Parent, Staff and Student Suggestion Boxes
- Maintain school website, teacher websites, and school calendars
- Regular attendance and principal's report at PTO meetings

Additional Request for the district to consider: (what additional requests the school is asking of the district)

WES uses a committee to make decisions regarding supplemental purchases to support students and staff. Additional requests provided by

Bentonville Schools will include:

The Science of Reading and Arkansas RISE Initiative K-4

- Instructional Rounds facilitated by instructional coaches and administrators through the collaborative community process (PLC).
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy and math.

Collaborative Communities (PLCs)

- Utilize district literacy and math specialists for support
- PD in Science of Reading, CGI Math Instruction, Context for Learning and Extending Children's Mathematics
- PD for CKLA and Eureka Curriculum

Academic & Behavior Response to Intervention

- A Developed system for identifying students not performing at grade level.
- Intervention resources for support in math, literacy, and behavior

***District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to meeting agenda/minutes example:

[WES Leadership Team Agenda and Notes](#)