



# Old High Middle School 2025-2026

## Building-Level Reflections and Strategic Plan

### ATLAS Grade 5 ELA Summative Scores 24-25:

|          |  |  |       |          | Reading |  |     | Writing  |  |  |
|----------|--|--|-------|----------|---------|--|-----|----------|--|--|
| State    |  |  | 35408 | 1054     |         |  | 37% | 1053     |  |  |
| District |  |  | 1498  | 1062     |         |  | 58% | 1062     |  |  |
| School   |  |  | 299   | 1064 ± 1 |         |  | 62% | 1065 ± 1 |  |  |

### ATLAS Grade 5 MATH Summative Scores 24-25:

|          |  |  |       |          |  |  |     |
|----------|--|--|-------|----------|--|--|-----|
| State    |  |  | 35407 | 1054     |  |  | 37% |
| District |  |  | 1493  | 1065     |  |  | 64% |
| School   |  |  | 299   | 1067 ± 1 |  |  | 65% |



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### ATLAS Grade 6 ELA Summative Scores 24-25:

### Reading

### Writing

|          |  |       |          |                                                           |     |          |                                                             |
|----------|--|-------|----------|-----------------------------------------------------------|-----|----------|-------------------------------------------------------------|
| State    |  | 35362 | 1053     | <br>Percent: 25% 40% 25% 11%<br>Count: 8.9K 14K 8.7K 3.8K | 35% | 1052     | <br>Percent: 25% 39% 24% 12%<br>Count: 8.9K 13.8K 8.4K 4.2K |
| District |  | 1502  | 1064     | <br>Percent: 9% 27% 34% 30%<br>Count: 138 403 507 454     | 64% | 1063     | <br>Percent: 10% 28% 32% 30%<br>Count: 148 419 481 454      |
| School   |  | 300   | 1064 ± 1 | <br>Percent: 7% 28% 38% 27%<br>Count: 20 83 115 82        | 66% | 1063 ± 1 | <br>Percent: 9% 28% 32% 30%<br>Count: 28 85 97 90           |

### ATLAS Grade 6 MATH Summative Scores 24-25:

|          |  |       |          |                                                             |     |
|----------|--|-------|----------|-------------------------------------------------------------|-----|
| State    |  | 35376 | 1055     | <br>Percent: 28% 32% 26% 14%<br>Count: 9.9K 11.4K 9.1K 4.9K | 40% |
| District |  | 1502  | 1066     | <br>Percent: 11% 22% 32% 35%<br>Count: 162 333 477 530      | 67% |
| School   |  | 300   | 1066 ± 1 | <br>Percent: 11% 24% 32% 33%<br>Count: 33 72 97 98          | 65% |



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**ATLAS Grade 5 SCIENCE Summative Scores 24-25:**

|          |  |  |       |  |                            |                                                            |     |
|----------|--|--|-------|--|----------------------------|------------------------------------------------------------|-----|
| State    |  |  | 35409 |  | 1055 <a href="#">i</a>     | <p>Percent 28% 34% 23% 15%<br/>Count 10.1K 12K 8K 5.4K</p> | 38% |
| District |  |  | 1498  |  | 1065 <a href="#">i</a>     | <p>Percent 13% 24% 31% 31%<br/>Count 202 367 458 471</p>   | 62% |
| School   |  |  | 299   |  | 1067 ± 1 <a href="#">i</a> | <p>Percent 9% 24% 32% 35%<br/>Count 27 71 97 104</p>       | 67% |

**ATLAS Grade 6 Science Summative Scores 24-25:**

|          |  |  |       |  |                            |                                                             |     |
|----------|--|--|-------|--|----------------------------|-------------------------------------------------------------|-----|
| State    |  |  | 35377 |  | 1055 <a href="#">i</a>     | <p>Percent 27% 37% 22% 15%<br/>Count 9.4K 13K 7.8K 5.2K</p> | 37% |
| District |  |  | 1502  |  | 1067 <a href="#">i</a>     | <p>Percent 10% 23% 28% 38%<br/>Count 155 348 427 572</p>    | 67% |
| School   |  |  | 300   |  | 1070 ± 1 <a href="#">i</a> | <p>Percent 7% 22% 29% 42%<br/>Count 22 65 86 127</p>        | 71% |



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#### **DATA SUMMARY-CURRENT REALITY**

When looking at ATLAS proficiency data for two years 6th grade reading proficiency improved 11%. While 5th grade data is comparable, we lost 2% in reading. Both grade levels had 65% reach proficiency on the ATLAS math test with 5th grade going down 2% and 6th grade going up 2%. 5th and 6th grade Life Science proficiency data was strong at 67% and 71%.

**COMPREHENSIVE NEEDS ASSESSMENT:** Old High Middle School formed the School Improvement Leadership Team and analyzed the test scores from the ATLAS summative tests given in April of 2025. We examined the results for ALL STUDENTS. The areas of strengths and weaknesses are listed below. In addition, we studied our attendance, disciplinary and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from these various assessments, in order to better identify the areas of need and help align classroom instruction with State Standards in literacy and math. We examined our routines, customs, norms, and expectations in order to see why our students are not growing at a higher rate. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these (5) areas: Student Engagement, Culture for Learning, Knowledge of students, Content & Pedagogy, and Respect & Rapport. We will select interventions and use funds that put us in the best position to address those needs. We will utilize resources from Robert Marzano's New Art of Science & Teaching Strategies research as the foundation for all certified staff PGPs. We have also modified our master schedule to ensure students who need access to Tier III literacy interventions get this through our Personal Learning Time (PLT) program and access to Tier II interventions through Knight Time. The Knight Time block will also now have a progress monitoring tool and HQIM for those students in tier II interventions. Literacy standards will be double blocked into all Social Studies classes. While PLT offers Tier III literacy intervention, Technology and Wellness classes are also available. Our goal is to increase student growth and help each student achieve grade-level mastery, especially in Math and Literacy.

#### **STRENGTH AREAS:**

6th grade - Reading Literary Text per 2025 ATLAS building data

5th grade - Numbers and Place Value per 2025 ATLAS building data

5th and 6th Grade - Life Science per 2025 ATLAS building data



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6th Grade - Physical Science per 2025 ATLAS building data

Data driven RTI and PLC structures

All students have access to innovative and hands on learning embedded in teaching and through Club Days

Four layers of instruction available for all students (Tier I, Tier II, Tier III, SPED)

#### **GROWTH AREAS:**

##### 5th grade ELA

- Using background knowledge and details, including illustrations, charts and graphs, to make inferences about what happen in a text (per 2025 ATLAS building data)
- 5.rc.10.rl -compare contrast themes in same genre (per 2025 ATLAS building data)
- Writing- Informative explanatory (per 2025 ATLAS building data)

##### 6th grade ELA

- Using nouns effectively (per 2025 ATLAS building data)
- Producing compound-complex sentences using dependent clauses, subordinating conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. (per 2025 ATLAS building data)

##### 5th grade MATH

- Generating two numerical patterns given two rules, identifying the relationship between the corresponding terms by graphing the terms in the first quadrant of the coordinate grid. (per 2025 ATLAS building data)

##### 6th grade MATH

- 6.NCC.8- dividing multi-digit numbers fluently in real world and mathematical problems. (per 2025 ATLAS data)
- 6.NCC.9 - using any standard algorithm to fluently add and subtract multi-digit decimals and fractions in real-world and mathematical problems. (per 2025 ATLAS data)
- 6.NCC.10 - using any standard algorithm to fluently multiply and divide multiple-digit decimals and fractions in real-world and mathematical problems. (per 2025 ATLAS data)
- 6.NCC.12 - solving real-world and mathematical problems with the least common multiple of two whole numbers less that equal to 12 (per 2025 ATLAS building data)

Continue implementing research based instructional and behavioral intervention strategies.

Continue adding literacy minutes to the day through Social Studies with training from literacy specialist and hiring social studies teachers with literacy backgrounds.

Add Micro-credentialing to increase student engagement



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**DISTRICT GOAL(s):** [Bentonville Strategic Plan 2023](#) Building goals must be connected to 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.
- **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:**

Old High Middle School mission is to promote high levels of student engagement through multi-sensory experience to increase depth of knowledge on essential learning and promote the OHMS vision.

Old High Middle School's vision is to promote a community that fosters and develops healthy life long learners, innovators, and problem solvers that contribute to their community. Along with the Bentonville Schools, Old High Middle School will lead learning through innovation, collaboration, and dedication.

| Academic/Instr<br>uctional RTI<br>goal   | 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                                                                                |
| Improve literacy and math scores to meet | <ul style="list-style-type: none"><li>● Leslie Lyons</li><li>● Jason Brunner</li><li>● Lena Tomlinson</li></ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>● Tier I levels of support such as HQIM- Savaas, pacing guides/ support documents and Lexia are</li></ul> | <ul style="list-style-type: none"><li>● HQIM- Savaas, pacing guides/ support documents and Lexia</li></ul> | <ul style="list-style-type: none"><li>● IXL Data</li><li>● ATLAS Interim Data</li></ul> |



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|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| projected growth and performance goals on Summative ATLAS- focusing on our weakest areas of performance on ATLAS Summative '25 | <ul style="list-style-type: none"><li>• Megan Roberts</li><li>• Kim Krummen</li><li>• Cassie Hamaker</li><li>• Tina Hoisington</li><li>• Mary Lou Wiatrek</li><li>• Tiffany Bay</li></ul> | <p>provided to all teachers</p> <ul style="list-style-type: none"><li>• Schoolwide focus on incorporating teaching of weak areas in multiple subjects ie- pe, music, technology, and clubs.</li><li>• RTI team meets with the Core Team Teachers each month to review individual student progress monitoring results</li><li>• Staff must understand how the Master Schedule allows for daily Tier I, II, III, and sped support</li><li>• Continued Tier III Dyslexia Support</li><li>• Adding Literacy Minutes to the student schedule through social studies which will add literacy standards to their responsibilities</li><li>• Teachers will make and give Common CFA- district and school developed to monitor and compare growth and achievement</li><li>• Intervention plans based on standardized, classroom, common formative and summative assessments.</li><li>• Incorporation of HQIM during Tier 2 Intervention block (KnightTime/PLT)</li></ul> | <ul style="list-style-type: none"><li>• RTI team spreadsheets, calendar invites, and protocol</li><li>• Common CFAs- district and school</li><li>• A Master Schedule that allows for daily Tier I, II, III, and sped support</li><li>• Common plan time for Social Studies and Literacy Teachers</li><li>• Use of the KnightTime/PLC committee to improve the quality of intervention instruction for both achieving and underachieving students using HQIM.</li></ul> | <ul style="list-style-type: none"><li>• End of Year Rtl Data/Actions/Rosters</li><li>• CFA Data</li><li>• Progress will be reported systematically through monthly RTI meetings.</li></ul> |
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| <b>Communication/Engagement Goal</b>                                                                      | <b>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.</b> |                                                                                                                                                                                                              |                                                                     |                              |
| <b>SMART GOAL</b>                                                                                         | <b>LEAD STAFF</b>                                                                                                                                                                                                                                                                    | <b>ACTION STEPS:What needs to be done?</b>                                                                                                                                                                   | <b>RESOURCES NEEDED</b>                                             | <b>EVIDENCE</b>              |
| OHMS in line with the district has a website to provide easy access to information that parents may need. | Spencer Barney<br>Leslie Lyons                                                                                                                                                                                                                                                       | The OHMS Parent Hub may only be links to checking their accessed using a @bentonvillek12.org students grades, email address attendance, community assistance, school store, and other information as needed. | Website<br>HQIM homework and answer keys<br>Weekly Team Newsletters | <a href="#">OHMS Website</a> |



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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>OHMS shares online morning announcements each day. These include daily events, upcoming events, reminders, student rewards, state required Pledge of Allegiance and Moment of Silence.</p> <p>OHMS Homework procedures include communication weekly about assignments as well as answer keys for parents and tutorial videos.</p> | <p>Michelle Rowan<br/>Leslie Lyons</p> | <p>Morning Announcements are viewed by students, families and community members. Announcements are presented and edited by OHMS students. Administrators, Counselors, Community Members, and special guests are featured weekly in announcements.</p> <p>Weekly homework assignments are determined by PLCs and sent to parents in weekly Team Newsletters along with answer keys and tutorial videos posted to help parents help and guide their students successfully.</p> |  | <p><a href="#">Morning Announcement on OHMS Student Hub</a></p> <p>Weekly Team Newsletters</p> <p>Data from report cards on homework completion</p> <p>PTO feedback on ease of homework completion.</p> |
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| The Bentonville District will utilize <i>School Status</i> as a communication tool as a layer of protective monitoring for communications between schools, parents, and students. | Leslee Wright,<br>Aaron Nickles,<br>Leslie Lyons | The program is to be implemented by the Bentonville Technology Department. |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|--|--|



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| PLC Goal                                                                                        | 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 STEPS:What needs to be done?                                                                                                                                                                                                                                                                                                      | RESOURCES NEEDED | EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 100% of PLCs will commit to using student CFA data to implement effective engagement strategies | Leslie Lyons<br>Jason Brunner<br>Teresa Ellis-Stevens<br>Tracy Kincy, Francie Weaver, Matthew Holtzen                                                                           | OHMS has weekly PLC Master Schedule that allows each core team an opportunity to meet as a PLC meetings for each core with the administration and district grade level team. These specialist meetings are held on Wednesdays.. One building administrator and district specialist attend the meeting with the team of content teachers. |                  | <p>PLC Planning documents and PLC Agendas will be used to document data reviews- these will be reviewed by PLC Administrators</p> <p>Administrators will be present and engaged in all PLC meetings</p> <p>Meetings will utilize the <a href="#">OHMS PLC Agenda</a> which is aligned to PLC best practices and the <a href="#">OHMS PLC Flow</a></p> <p>PLC Committee work will guide improvements towards the PLC Flow on individual PLCs</p> |



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| Building PLC committee will meet twice per quarter to analyze efficiency and effectiveness of each PLC. | Leslie Lyons<br>Jason Brunner<br>Bonnie Pollock<br>Faith Forrest<br>Jennifer Hudgens<br>Heather Rentscler<br>Noel Dollard<br>Fawn Perez<br>Trevor Hanna<br>Tiffany Bay | Quarterly meetings have been pre-set on the staff master calendar. |  | Committee will present a new note taking / resources keeper for PLC's to use that will become a one stop shop for teachers to access all their information used to plan and deliver high quality instruction. |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Literacy Plan - [Bentonville Schools Literacy Plan 2025-2026](#) -schools add literacy plans

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



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- All teachers (except for our 1 new teacher) have been through the required RISE training. This teacher will be trained as soon as training dates are available.
- Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms. • Building PD for the year will focus on student engagement strategies and using common formative assessment data in PLCs to inform instruction and intervention. The first of these training sessions happened in August. Academic specialists will be conducting follow-up training in 3 faculty meetings throughout the year.
- Small group remediation in reading will be provided through KnightTime up to four days a week. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ATLAS, IXL, DAZE, Dibels, and Common Formative Assessments. This remediation will be provided by our literacy interventionist and specific literacy teachers who have been trained in SPIRE. The interventionist/ teachers will monitor student progress through scheduled assessments and make adjustments to remediation as necessary. All progress will be reported out monthly during RtI Meetings.
- Students who show weaknesses in informational text, literature, and/or vocabulary will receive targeted small group intervention through Knight Time and PLT from specific literacy teachers who develop lessons to target the skills necessary. This intervention will include RISE strategies.
- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas which will focus on RISE strategies and progress monitoring.

**Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:**

One literacy interventionist - district paid, One literacy interventionist - Title I funds, One math interventionist - NSLA funds

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



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- Opportunities to incorporate Micro-credentialing to increase student engagement and support our mission. This includes training.
- Literacy and Math specialists and Instructional facilitators to assist in training teachers outside of these subjects on incorporating our weak area topics into their classrooms.
- Support enforcing new board policy 4.20 on discipline

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

Insert link to meeting agenda/minutes example: [2024-25 OHMS Running Leadership Meeting Notes](#)