

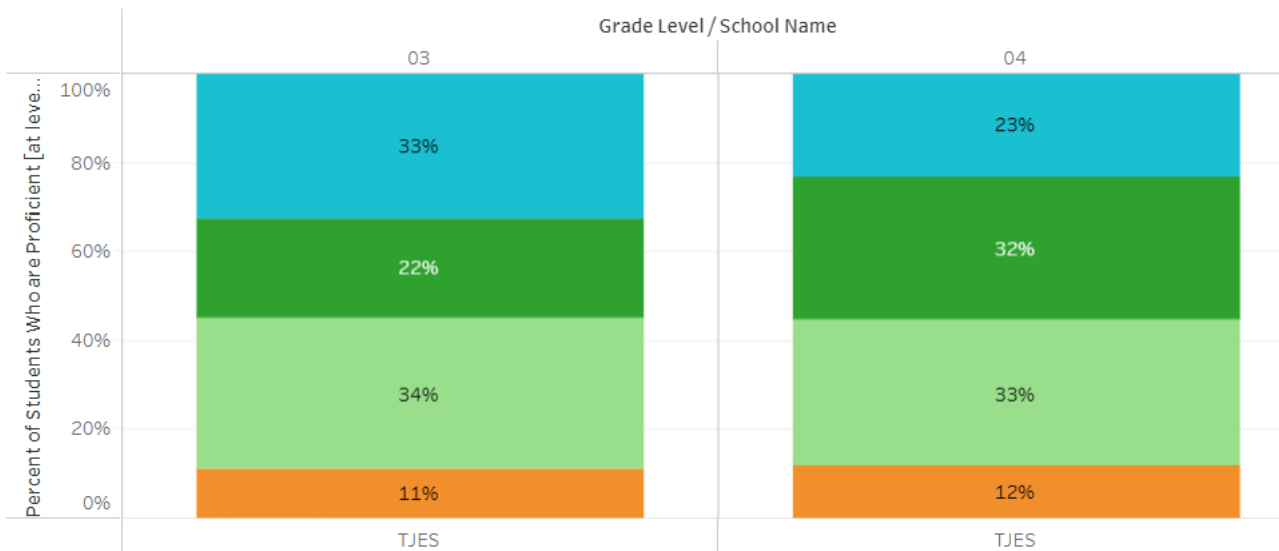


**Thomas Jefferson Leadership Academy
2025-2026**

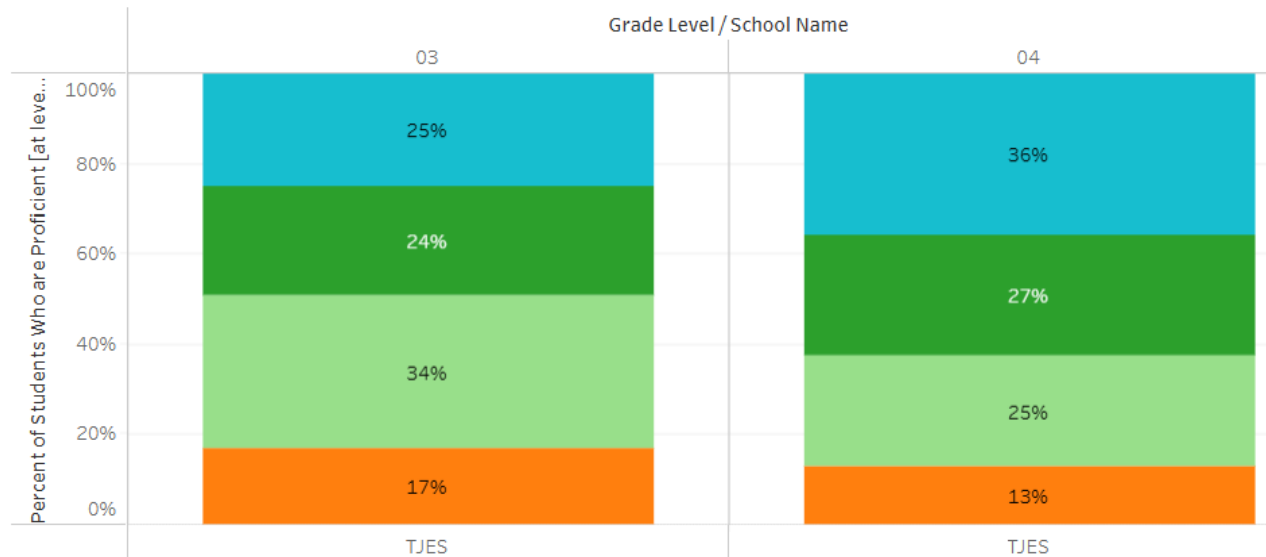
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

ELA - Bentonville



Math - Bentonville



COMPREHENSIVE NEEDS ASSESSMENT:

Thomas Jefferson Leadership Academy's staff analyzed the test scores from the 2025 administration of the spring ATLAS Assessments. We examined the results for all students. We identified areas of strength as well as growth opportunities.

STRENGTH AREAS:

ATLAS Achievement Scores:

- Math achievement for 4th grade was above 60%
- The number of students in level 1 for literacy was close to 10% for both 3rd and 4th grade.

GROWTH AREAS:

ATLAS Achievement Scores:

- Math achievement for 3rd grade.
- Shift the majority percentage from level 2 to level 3 in both math and literacy.
 - School Goal: By the end of the 2025-2026 school year, 60% of students in third and fourth grade at TJ will be proficient in Literacy.
 - District Goal: 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%.

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

Mission: Thomas Jefferson Leadership Academy empowers its student leaders to be TIGERS that...

Take initiative

Include others

Grow as learners

Exhibit integrity

Respectfully collaborate

Serve our community

Vision: Thomas Jefferson Leadership Academy inspires students to be lifelong learners who will lead and spark change in their community.

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?)
TJLA will provide intervention for students who have been identified as needing tiered support.	Emily Carlson, Principal Susie Cates, Assistant	-ATLAS portal training for staff -Progress monitoring calendar/ system developed and shared with staff.	-Data entered into appropriate progress monitoring portal (should be the ATLAS state portal if working) -Progress monitoring tools	-Data loaded into the required intervention portal for progress monitoring. -Calendar events and details on TJ

100% of students receiving an intervention will have their progress monitored, and the data will be reviewed by the PLC team or vertical RTI team at a minimum of every 8 weeks. Progress monitoring data will be kept up to date throughout the year and will all be entered in required tracking systems by the end of the school year.	Principal Academic RTI Team PLC Teams Literacy & Math Coaches	-Training for staff on how to use any ATLAS diagnostic tools/screeners needed for the RTI process. -Regular check-ins provided during Academic RTI meetings regarding student progress -Follow up from intervention teacher, counselor, and admin regarding teacher-to-parent communication for tiered students throughout the school year. -Spreadsheet maintained throughout the year regarding students in a tiered intervention, what their intervention targets are, and what PM tool will be used.	-Updated flowchart/process for academic RTI -Elementary Hub: RTI Section -Academic RTI letter for staff to share with parents -Data letter updates to be shared with parents at least twice a year.	Staff Calendar -Agendas and notes from Academic RTI meetings held throughout the school year -Graphs or tracking sheets that show student progress on intervention plans -Teacher documentation of parent communication throughout the year regarding progress monitoring data/tier updates. -Teacher documentation regarding student attendance with intervention each week.
Communication/Engagement	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?)
TJLA will engage in a variety of ways with families and the community. Some of the communication methods used will include face to face, materials sent	Emily Carlson, Principal Susie Cates Assistant Principal	-Form action teams at school to help support family and community engagement. -Identify at least four times during the year when resources will be shared.	-Leadership resources for families -Measureable Results Assessment Survey (through Franklin Covey's Leader in Me website). -Social media platforms and district	-Analysis of the end of year MRA survey results regarding family and community engagement. Compare the results from the 2024-2025 school year to the 2025-2026 school year to determine if parents noted that there was a positive

home, emails, phone calls, text messages, and social media. Our goal this year is to expand the communication to include information about our student leadership model to families and to supply families with resources they can incorporate at home. The school will share a family leadership resource either digitally or in person to families at least once a quarter. By the end of the school year, families will have received a minimum of 4 leadership resources that can be used at home. A measurable results assessment (MRA survey) was given to families in the Spring of 24. TJ scored 71 points on the family & community engagement section. By the Spring of 25, TJ will increase that score to 75 or higher on the MRA survey.	Lacie Moore, School Counselor TJLA Lighthouse Team	-Map out what resources would be beneficial to share, and document which resources will be provided on each date. Link each resource to the document. -Identify how the resource will be shared with families (digitally or in person) -Ensure service opportunities are embedded throughout the school year to provide students and families with an opportunity to engage with/partner with our broader community. -Give the MRA survey again in the spring to have something to compare our results to.	communication tools to share these resources and/or spotlight the service opportunities being done/offered at TJ.	increase in family and community engagement at TJLA. -Document where each resource shared with families is linked and mapped out as to how it will be delivered and when. -Social media posts/newsletter posts highlighting the service work our students are participating in within the community.
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?)
100% of the instructional teams will have a master schedule that consistently provides for weekly collaborative planning time throughout the 25-26 school year.	Literacy & Math Coaches PLC Teams Emily Carlson, Principal Susie Cates, Assistant Principal	-Offer a collaborative planning session with staff in the summer to work on master schedule pieces -Ensure the master schedule has collaborative planning times built in for teams to meet weekly with the literacy and math coaches. -Protect the collaborative team meeting times by not double booking team members for additional meetings at those times.	-Literacy & Math Coach Support -PLC/PLT Agendas -Master Schedule	-PLC/PLT Agendas & Notes -Collaborative Meeting Schedule for the 25-26 school year -Collaborative meeting times clearly documented on the master schedule.

Literacy Plan - Bentonville Schools Literacy Plan 2025-26 -
Master Literacy Plan - Academic RTI Document

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
TJLA uses a PLC and guiding coalition structure to make decisions regarding supplemental purchases to support students and staff. TJLA has a dedicated intervention/enrichment block for each grade level. Within the intervention block, TJ utilizes support staff and teachers to support at-risk students and increase academic achievement for all students. Data is collected to determine the group focus areas within the intervention block, CFAs are utilized and progress monitoring is completed in order to track student data and progress throughout the year. The building has regular RTI meetings and PLCs to discuss student data, develop intervention plans specific to an individual student's needs, and review the effectiveness of those interventions throughout the school year.

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

Additional requests provided by Bentonville Schools will include:

Academic Excellence-

- Continued training for all K-4 instructional staff facilitated by state and district specialist
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy (Specifically staff who are new to the district or who received training in one grade level and have transferred to a new grade level. For example, 2nd grade teacher that bumps up to 4th grade)

Collaborative Communities (PLCs) -

- Continued PD in CKLA and Eureka Math
- Literacy and math coaches in each building to support instruction with the science of reading and math, and to be able to conduct coaching cycles through the collaborative PLC process (PLC).

***District - Additional Support/Considerations:**

Insert link to meeting agenda/minutes example: [TJES Guiding Coalition Agenda/Minutes](#)