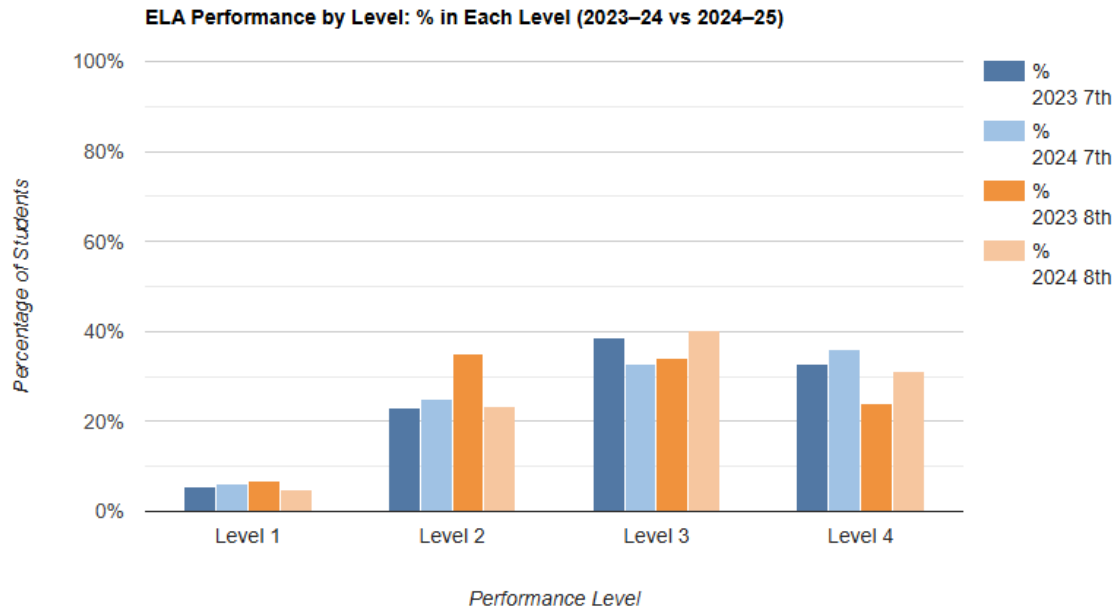




**Fulbright Junior High School
2025-2026
Building-Level Reflections and Strategic Plan**

DATA SUMMARY-CURRENT REALITY



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%.

COMPREHENSIVE NEEDS ASSESSMENT:

Fulbright Junior High School formed a School Improvement Leadership Team and analyzed the test scores administration of the Atlas summative exams.

We examined the results for ALL STUDENTS and each subpopulation. In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We examined all the data to determine 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 current reality, including building systems, collaborative commitments, and expectations, to understand why our students are not achieving their potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

STRENGTH AREAS:

- Based on ATLAS scores, our students show high achievement in math, science and ELA.
- RTI Program during seminar
- Expanded Tier III intervention offerings
- Push-in/pull-out/co-taught with dedicated support teachers sections

GROWTH AREAS:

- Based on current data, 7th-grade reading scores need improvement regarding achievement and growth for all students.
- Subpopulation growth for SPED students transitioning from portfolio-based, self-contained placements to co-taught or push-in services needs additional support.

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

- 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 Statement: Fulbright Junior High is a community of learners striving for excellence through the development of the whole student.

Vision Statement: Fulbright Junior High endeavors to help students fulfill their greatest potential and meet the challenges of a changing world through involvement in academics, athletics, and the arts.

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?)
FJHS will utilize district screeners and decision-making processes to (1) identify students needing academic support beyond core content instruction, (2) provide systematic, skill-specific interventions in targeted areas of math and reading, and (3) regularly monitor students' progress toward grade-level achievement.	Tara Nutt, Interventionist Danielle Renfroe, AP Callie Sanchez, Principal	• Identify and train intervention teachers; supply them with curriculum resources • Provide oral reading fluency (ORF) screeners to students identified as 'at-risk' by district testing data • Follow the Middle Level Science of Reading Decision-Making Tool to determine which academic intervention is appropriate for	• SPIRE Reading curriculum and materials • Screeners and progress monitoring assessments • iReady accounts for all students in math intervention; IXL for ELA	• Progress monitoring data from ATLAS, IXL, ORF, iReady, and SPIRE • RTI Scheduler data for intervention participation • Students being promoted/graduating from math or reading intervention

		students' needs • Utilize iReady diagnostic assessment data to make decisions about students identified as 'at-risk' by district testing data • Place students in the appropriate interventions using RTI Scheduler • Monitor students' progress (1) monthly through ORF data, comprehension assessments, iReady progress and 2 times per year through IXL and iReady assessments • Meet with the building-level RTI team weekly to monitor progress and make decisions about student placement and future needs • Celebrate with students and their families when students demonstrate proficiency to graduate from an intervention		
PLCs will meet to grow their students through instruction, assessment,	Callie Sanchez, Principal	• RTI team monitors student data.	• Time • Interventionists	• Progress monitoring data from ATLAS, IXL, ORF, iReady, and SPIRE

data analysis, and remediation. Department chairs will collaborate with district coaches and principals/assistant principals to create the most impactful, viable curriculum and provide remediation for struggling students. In addition, the RTI team will meet weekly to discuss student needs based on the current status of students' academic progress.	Joe Herrington, Assistant Principal Danielle Renfroe, Assistant Principal			- RTI Scheduler data for intervention participation - Students being promoted/graduating from math or reading intervention
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?)
FJHS will communicate student progress every quarter to family members and appropriate stakeholders.	Callie Sanchez, Principal	- Students will email grades to parents/guardians during advisory seminars. - Parent Teacher Conference nights (9/23, 9/30, 11/11, and 3/10) - Monthly PTO meetings	- Student Chromebooks - FJHS Facilities for Meetings	- Percent participation in conference opportunities - Percent of students carrying a D or F in a course
All teachers are required	FJHS	Teachers will follow a	BPS Google	Through ongoing monitoring

to upload instructional materials into Google classroom.	Teachers	specific format when posting to Google classroom. This format will allow parents/guardians to easily follow the lessons and activities of the class.	Classroom Standards of Consistency Faculty Laptops	of Google classrooms, administrators can determine if teachers are uploading classroom materials and correctly formatting the materials.
Every FJHS family will have access to school-wide information about upcoming events, PTO, and school news through the Friday Weekly Preview	Callie Sanchez, Principal	FJHS produces a school-wide weekly preview that is distributed digitally to every family by email, text message, and website live feed. This comprehensive newsletter provides information about the school, such as weekly events, upcoming events, and announcements.	Access to Apptegy software	Use the activity dashboard in Google Slides to view user data.
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?)
All content area teachers will meet weekly during a common prep period to discuss the 4 PLC Questions	Callie Sanchez, Principal Joe Herrington, Assistant Principal	- Complete a Master schedule that aligns a common prep for all content area staff - Schedule and communicate weekly PLC meetings	- Allocated meeting time/ space - PLC Support Resources (PLC At Work Conference/ Training)	- Student work samples - Curriculum maps - Defined formative and summative assessments - Rubrics to assess mastery of skills

	Danielle Renfroe, Assistant Principal FJHS Department Chairs			
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Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents
RTI Referral Process

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

Additional Request for the district to consider: (what additional requests the school is asking of the district)
Additional interventionist to support reading and math.

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