



Centerton Gamble Elementary
2025-2026
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

3rd Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient
State			36054		1053	 Percent: 29% 35% 21% 15% Count: 10.5K 12.5K 7.6K 5.4K	36%
District			1610		1062	 Percent: 13% 30% 27% 31% Count: 205 476 428 501	58%
School			146		1059 ± 1	 Percent: 15% 33% 32% 20% Count: 22 48 47 29	52%

3rd Grade ATLAS Summative Math Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			36072		1054	 Percent: 27% 33% 26% 13% Count: 9.8K 12K 9.5K 4.8K	40%
District			1610		1065	 Percent: 11% 23% 32% 33% Count: 185 376 513 536	65%
School			146		1063 ± 1	 Percent: 14% 21% 36% 29% Count: 21 31 52 42	64%

4th Grade ATLAS Summative Literacy Scores 2024-2025

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient
State		35184		1054	 Percent: 26% 35% 26% 13% Count: 9.1K 12.3K 9.1K 4.6K	39%
District		1424		1062	 Percent: 10% 29% 35% 27% Count: 148 406 492 378	61%
School		163		1057 ± 1	 Percent: 15% 36% 34% 15% Count: 25 58 56 24	49%

4th Grade ATLAS Summative Math Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35201		1055	 Percent: 24% 33% 28% 15% Count: 8.5K 11.5K 9.7K 5.4K	43%
District		1424		1068	 Percent: 8% 21% 31% 40% Count: 113 302 445 564	71%
School		163		1062 ± 1	 Percent: 14% 28% 30% 28% Count: 23 46 49 45	58%

COMPREHENSIVE NEEDS ASSESSMENT: Centerton Gamble Elementary School formed the School Improvement Leadership Team and analyzed the test scores from the 2025 administration of the ATLAS Assessment. 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 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, systems, norms, and expectations in order to see why our students are not achieving their potential. Our supporting data statements show the discrepancies in achievement, among our various subpopulations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all of our students. Our data analysis led us to prioritize these (3) areas:

1. Building Capacity to become a Promising Practices PLC Model School
2. Create and use assessment tools to track data. Use that data to create targeted intervention small groups (WIN Time) in literacy, math and behavior.

3. We will also use data to find students at or above grade level and extend their learning to increase their achievement levels in literacy and math.
4. Focusing on Personal Success Skills in our classrooms as well as implementing Conscious Discipline specific behavior intervention strategies.

We will select interventions/extensions and use funds that put us in the best position to address those needs. We will continue to use our RTI process, and continue to train staff on Model PLC expectations, send out daily, weekly and monthly communication with parents. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy as well as strengthen social and emotional well being.

STRENGTH AREAS:

- The 4th Grade Cohort of 2024-2025 grew as a grade level 2 whole ATLAS points in Literacy from the previous year (155 in 2024 to 157 in 2025).
- The 4th Grade Cohort of 2024-2025 grew as a grade level 4 whole ATLAS points in Math from the previous year (158 in 2024 to 162 in 2025).
- The 3rd Grade team improved ATLAS grade level scores in all 3 tested areas from the previous year (Literacy = 155 in 2024 to 159 in 2025; Math = 158 in 2024 to 163 in 2025; Science = 161 in 2024 to 163 in 2025).

GROWTH AREAS:

- Continue to provide more volunteer opportunities for parents this year to build back up that partnership in the community
- Building-Wide PGP includes the PLC journey (sent 27 staff members over the past 3 summers to an institute with building PD facilitation in mind this year).
- Will continue to send staff to PLC Institutes over the next several years as we continue on with the learning journey (vision= develop into a PLC Model school)
- Continue to support all staff in utilizing the Conscious Discipline model embedded with PBIS rewards system.
- Continue to invest in CD materials, resources and ongoing PD for the 2025-26 school year for the whole staff
- Intentionally build in more protected instructional time for Science curriculum into the master schedule for 2025-2026 for more instructional opportunities and student growth for the 2025-2026 school year.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2025](#)

- **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:

Centerton Gamble Elementary: Advance the learning for all with Gamble G.R.I.T. (Growth Mindset, Relationships, Integrity, Tenacity).

Inspiring curiosity, igniting potential, and shaping compassionate leaders equipped with strong problem-solving skills that become productive members of society.

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?)
All students that are identified as needing targeted intervention based	Academic RTI Committee: Dake, Mayoff, Hunt, Hubbard, Eichler,	Student concerns will be discussed every 3 weeks or as needed in PLC. Grade-level teams will	Literacy Flow Chart Math Flow Chart All sources of Data Interventionist	Progress monitoring, ATLAS data, target areas observed, supported and documented in the State Data System.

on their assessment data, will receive a minimum of 10 exposures before a change in intervention strategy, technique, resource or tools.	Merriman, Mixon, Whisler, Bookout, Larkin, Lonetree, Hannan, Maute.	identify students based on data and put that data in the State Data System. When academic progress is not being met, students will be brought to the Academic RTI Committee which will meet every five to six weeks. The RTI Committee will decide appropriate interventions based on the standards. Teachers will document intervention strategies, progress toward mastery, and next steps in the State Data System.		
All students that are identified as needing targeted intervention based on their TAC incident data and Behavior referrals will receive a minimum of 4 weeks of behavior intervention before a change intervention strategy occurs.	Behavior RTI Committee: Hunt, Hubbard, Merriman, Mixon, Lonetree, Eichler	Student behavior concerns will be discussed every 3 weeks or as needed in PLC. Grade-level teams will identify students based on classroom observation, TAC and Eschool data. After using Tier 1 interventions, if behavior expectations are not being met, students will be brought to the Behavior RTI Committee which will meet every five-six weeks. The RTI Committee will decide appropriate interventions	District Disciplinary Matrix School Behavior Matrix b Classroom Behavior Matrix TAC Incidents Report Eschool Discipline Referral Reports Behavior Intervention Data PBIS World Interventions Social Skills Curriculum	TAC Incidents Report Eschool Discipline Referral Reports Classroom Observation Behavior Intervention Data

		based on the strategies used, SIMS, observation, and data collected. Teachers will document behavior data progress in EdPlan.		
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?)
Staff will provide regular school to home communication including but not limited to the following: 24 business hours responding to communication with parents, weekly classroom communications of events, and weekly principal communication.	Lonetree,Potts, Hubbard, Hunt, Potts, Classroom Teachers	Weekly communication through SchoolStatus Connect, Tuesday Folders and Social Media. Monthly Newsletters and Virtual Town Halls. Yearly Parent involvement brochure. Emails and phone calls as needed.	SchoolStatus Connect, Email, Tuesday Folders,Social Media, phone.	Yearly parent surveys indicated that email, text messages and weekly "Note From the Principal," as well as classroom/grade level newsletters were the preferred form of communication with parents. Family Engagement Plan

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). Collaborative Culture			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Staff will continue to implement High Impact PLC strategies with fidelity as measured by the SIG ratings and we will apply to be a Promising Practices of a PLC Model school.	PLC Trained Staff: Wood, A. Smith, Allen, Wilson, Price, Rich, Yingst, Daniel, Johnson, Phillips, Badeen, Swank, McKee, Kopchick, Hall, Gaudian, Leyva, Dias, Peters,, Dake, Hubbard, Hunt PLC Guiding Coalition: Hunt, Hubbard, Dake, Mayoff, Mc Kee, Kopchick, Johnson, Price, Wilson, Allen, Lonetree, Eichler, Potts, Whisler, Green, Larkin	Several staff members have attended the High Impact PLCs @ Work Professional Development over the past few summers. All PLC Members will evaluate their current reality within their team, develop a team PLC smart goal, and implement the 5 Prerequisites of a High Impact PLCs. Periodic reflections on PLC progress throughout the year.	High Impact PLC presentations and resources. SIG Survey	Grade Level PLC Agenda and notes, Strategic Improvement Plan. Promising Practices of a Model School application and acceptance certificate.
PLC teams will meet twice per week and use the 4 critical questions to guide their PLC	All staff members	The PLC teams meet twice per week and break down essential standards to be taught,	State Data System, Literacy and Math Flow Chart, district curriculum and pacing guides and student data trackers.	Grade Level PLC Agenda and notes, Grade Level Data, Strategic Improvement Plan.

conversations and planning.		create assessments of the standards, discuss student data and use that data to create small groups for extension or intervention lessons.		

[Literacy Plan - Bentonville Schools Literacy Plan 2025-26](#) - [CGES Literacy Plan](#)

Master Literacy Plan - [Academic RTI Documents](#)

Parent Involvement Dates: 8/7-Open House, 8/21-Walk in My Shoes Night, 9/8-Grandparents Picnic, 10/10- Fall Market (PTO Event), 10/21-27- P/T Conferences and Book Fair, 11/6- Literacy Night, 12/5- Cookies with Santa, 1/6- Movie/Game Night, 1/30-Multicultural Night, 2/6- Daddy Daughter Dance, 2/20- Mother/Son Event, 3/7- Breakfast with Buddies, 3/16-19- P/T Conferences, 5/1- STEAM Night, 5/11- Mother's Day Tea

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

2 reading interventionist salaries and benefits, Parent Involvement Budget, ESL Budget

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)**

Insert link to meeting agenda/minutes example:

Faculty Meeting Agenda

Guiding Coalition Team Agenda