



Grimsley Junior High 2025-2026

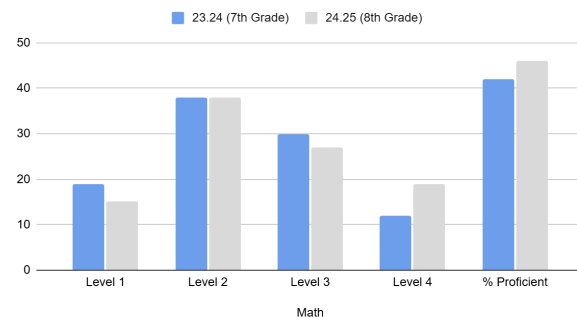
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

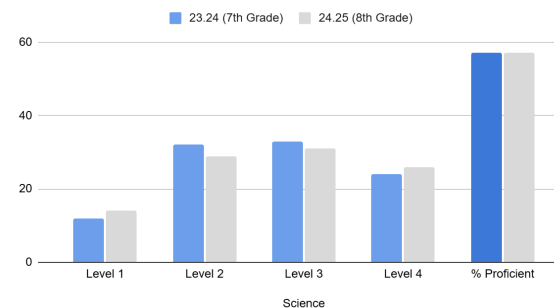
COMPREHENSIVE NEEDS ASSESSMENT: Grimsley Junior School formed the School Improvement Leadership Team and analyzed the test scores from the 2024-2025 Atlas Summative Assessments. We examined the results for both the ALL STUDENTS and each subpopulation. In addition, we studied our attendance, disciplinary 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, customs, norms, and expectations in order to create systems to support our students in reaching academic success while reducing any gaps in student achievement within subpopulations. 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 our populations. After analyzing all our data points, our team determined a need to create rigorous instructional opportunities for all students by implementing building-wide instructional strategies and professional learning community norms. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy using a multi-tiered approach to intervention.

24-25 Atlas Summative Achievement Trends

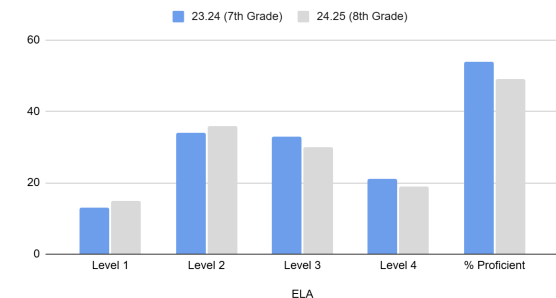
Class of 2029 Math Achievement Scores



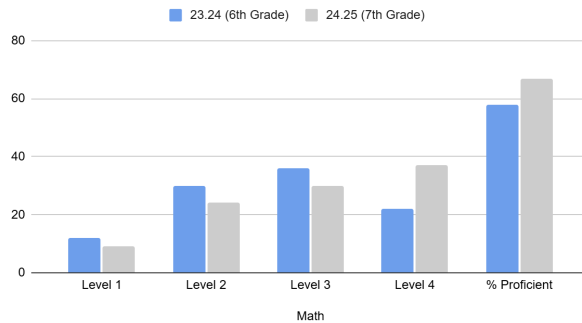
Class of 2029 Science Achievement Scores



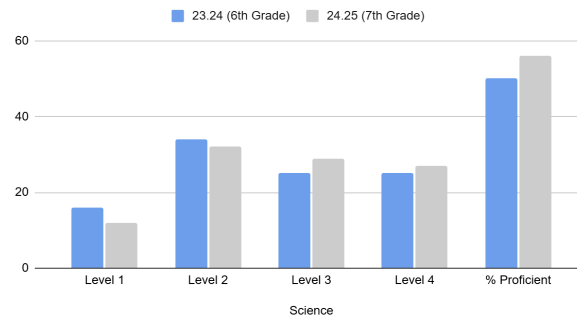
Class of 2029 ELA Achievement Scores



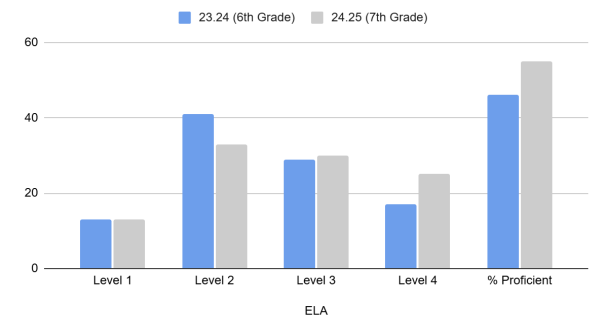
Class of 2030 Math Achievement Scores



Class of 2030 Science Achievement Scores



Class of 2030 ELA Achievement Scores



STRENGTH AREAS:

- Each cohort grew in the number of students reaching proficiency in mathematics
 - Class of 2029 (8th grade) proficiency increased 4% from the 23.24 school year
 - Class of 2030 (7th grade) proficiency increased 9% from the 23.24 school year
- The Class of 2030 (7th grade) grew in science proficiency and ELA proficiency
 - Science proficiency increased 6%
 - ELA proficiency increased 9%
- The Class of 2030 (7th grade) subpopulation saw growth in ELA and Math proficiency
 - Math subpopulation proficiency increased 4%
 - ELA subpopulation proficiency increased 6%

GROWTH AREAS:

- Increase ELA proficiency to meet the district goal of 57%
 - 7th Grade ELA proficiency 55%
 - 8th Grade ELA proficiency 49%
- Create building wide instructional strategies to be implemented in all classrooms
- Create building wide professional learning community norms

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.
 - By the end of 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 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%.
- **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:

Grimsley Junior High inspires students to engage in innovative learning to develop global perspective, resilience, and high expectations as they grow to serve the Bentonville community.

MOTTO:

We inspire. We empower. We succeed.

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?)
During the 2025-2026 school year, all teachers	GJHS Administration, PLC Leaders	1. GJHS content teachers will be engaged in 3 days of	<u>The Station Rotation Model & UDL</u> by Catlin Tucker	Success will be measured through classroom walk-throughs and

will go through specific training based on Catlin Tucker's book <u>The Station Rotation Model & UDL</u> . This deep book study will provide building wide instructional practices to address the diverse learner needs at GJHS.		training with Catlin Tucker virtually or in person. 2. Teachers will engage in building wide instructional rounds to observe and learn from other teachers/PLCs in the building. These instructional rounds will occur every month and feature a new department each month.		observations completed by GJHS administration. Furthermore, teachers will be able to provide feedback to each other during the instructional rounds conducted monthly.
Seminar is a 40 minute daily time built into the schedule for students to receive tiered intervention support. The core content (math, science, ELA, social studies) professional learning communities will create small groups (8-10 students) for intervention that will occur on one priority day every other week.	GJHS PLCs	1. A digital intervention tracking system will be purchased to help support teachers in pulling small groups for intervention during seminar time. 2. PLCs will create a tracking system to determine students in need of tier 2 and tier 3 support during seminar priority days. This document will track each student that receives tier 2 intervention and the progress the student is making.	PLC Tiered Tracking Spreadsheet	Success of the seminar program will be measured in observation of achievement on re-engagement lessons provided during seminar time. During seminar time, students will be provided remedial teaching opportunities to focus on mastery of essential skills. Students will be provided the opportunity to reassess on essential learning targets that have not previously been mastered.
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?)
All families are invited to attend on campus events to learn about classroom procedures and structures.	GJHS Parent Facilitator Administration	1. Open House (August 11) will allow parents the opportunity to become familiarized with the classroom procedures and structure. 2. Monthly PTO meetings will be held safely on the school campus. 3. Parent-Teacher Conferences will be held: 9/23/2025 9/30/2025 11/11/2025 3/10/2026 4. The GJHS Parent Facilitator will create the 25-26 GJHS Parental and Family Engagement Plan.	Parent and Family Engagement Plan Communication emails to all families about upcoming events via email and social media	When families are present in the building for the various events such as Open House or Parent Teacher Conferences, we will have parents sign in to keep count of the number of families on campus. Also, at PTO meetings, roll is taken to determine the number of parents present at meetings. Success will be measured by the number of families in attendance at these events. We will work to promote the events as much as possible.
All teachers are required to upload daily instructional materials into Google classroom.	GJHS Teachers	1. Teachers will follow a specific format when posting to Google classroom. This format will allow parents/guardians to	<u>Jr. High Google Classroom Standards of Consistency</u>	Through ongoing monitoring of Google classrooms, administrators are able to determine if teachers are uploading classroom materials and correctly formatting the

		easily follow the lessons and activities of the class. 2. Provide professional development to new staff about expectations during August PD days.		materials.
Families in our subgroup populations (Title 1 and ESL) will be invited to special informational meetings during the school year.	ESL Coordinator Librarian Title 1 Interventionist	1. ESL family night is scheduled for the November Parent Teacher Conference night. This is an opportunity for the ESL coordinator and families to meet to discuss concerns and barriers to learning. 2. On Parent Teacher Conference Nights, families with a student served in our title 1 program will have the opportunity to attend an informational meeting about the program available to students.	ESL Funds Communication flyers in native language	In coordination with the Grimsley ESL Coordinator and Grimsley Interventionists, the administration team will plan events for students served in the Title 1 program and ESL program. We will keep a record of parents that are present on the night of the events. We will work to make phone calls, send home emails, and talk with students to increase attendance at these events. Success will be measured by the number of families in attendance.
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?)

GJHS PLCs will meet twice a week during the school year.	PLC Leaders	1. One meeting will be focused on PLC questions 2, 3, 4. This meeting will include the specialists, administration, core teachers, and sped teachers. 2. The informational PLC meeting for the week will be for planning instruction for the upcoming week. Instructional planning discussions are categorized under PLC question #1.	PLC Agenda <u>Content standards</u>	Building administration will be participants/observers in the PLC meetings. Building administration will monitor PLC agendas. When observing PLC meetings and agendas, the administration team is noting times the PLC team addresses PLC questions 2, 3, and 4. These three questions address the data collection process, intervention, and enrichment strategies. Success will be measured by the data conversations observed in meetings and on agendas.
For the 2025-2026 school year, building level PLCs will be engaged in professional development with Catlin Tucker to provide a focus on station rotation and student-led practices in tier 1 instruction.	GJHS Administration, PLC Leaders	1. The GJHS Leadership Team will be with Catlin Tucker on July 28th to establish building level norms around student-led instruction and creating building wide instructional norms. 2. Each core content PLC will meet with Catlin Tucker virtually or in person to implement student	<u>The Shift to Student-Led</u> by Catlin Tucker	Success will be measured through walk-throughs and classroom observations conducted by GJHS administration. The focus will be on student engagement in the classroom.

		led instructional practices in the classroom.		
--	--	---	--	--

Literacy Plan - Bentonville Schools Literacy Plan and GJHS Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents
At Grimsley Junior High, literacy is a building wide goal for the 2025-2026 school year. Literacy is a building focus through incorporation of best practice in instructional strategies. This building goal will be a focus during professional development and PLC planning time. A focus on instructional strategies allow teachers to address specific learning targets with students. Furthermore, a building level resource is IXL which is a comprehensive reading program designed to assess and identify a student's reading strengths and weaknesses. Each student is provided targeted lessons to help fill learning gaps that exist. Literacy teachers will incorporate this resource during small group station work. This focus allows teachers to be more intentional in meeting the needs of all students.

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
ESA - 1.0 Title 1 - 1.0
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)
--