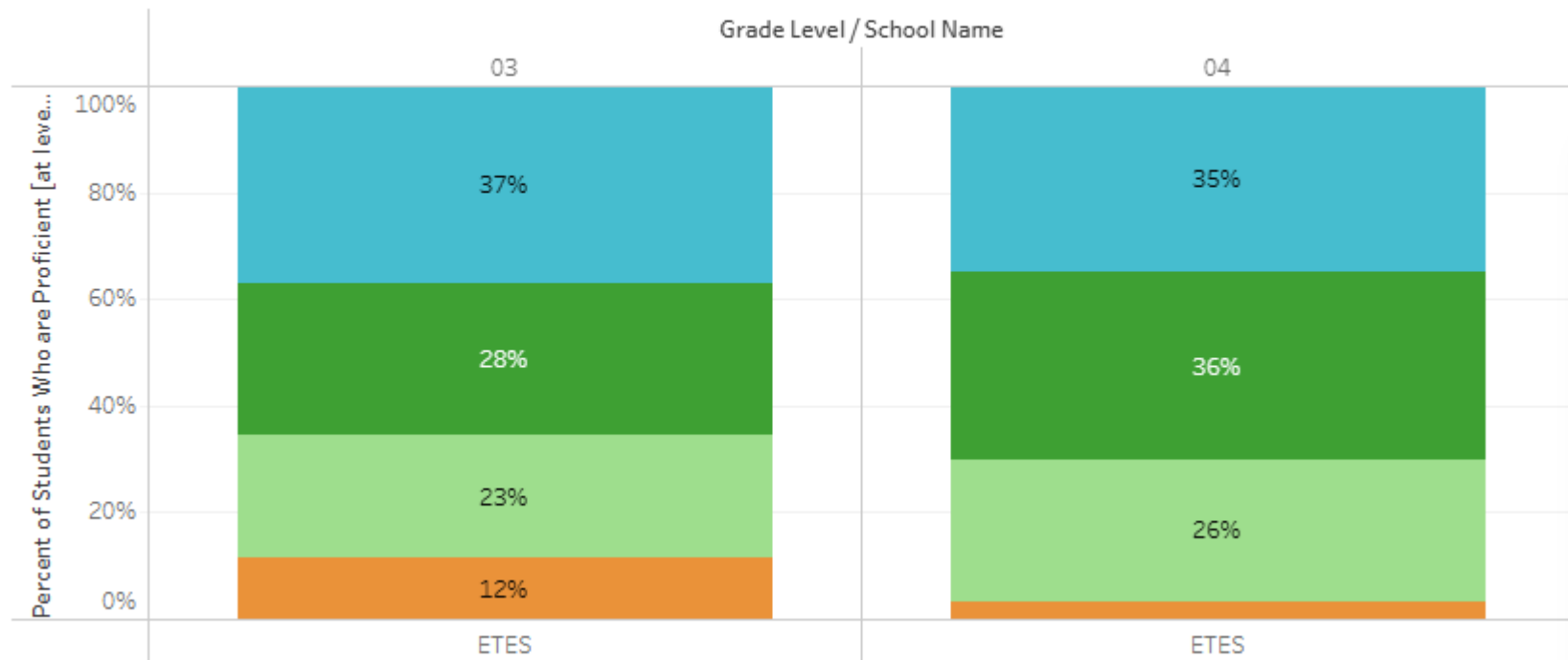




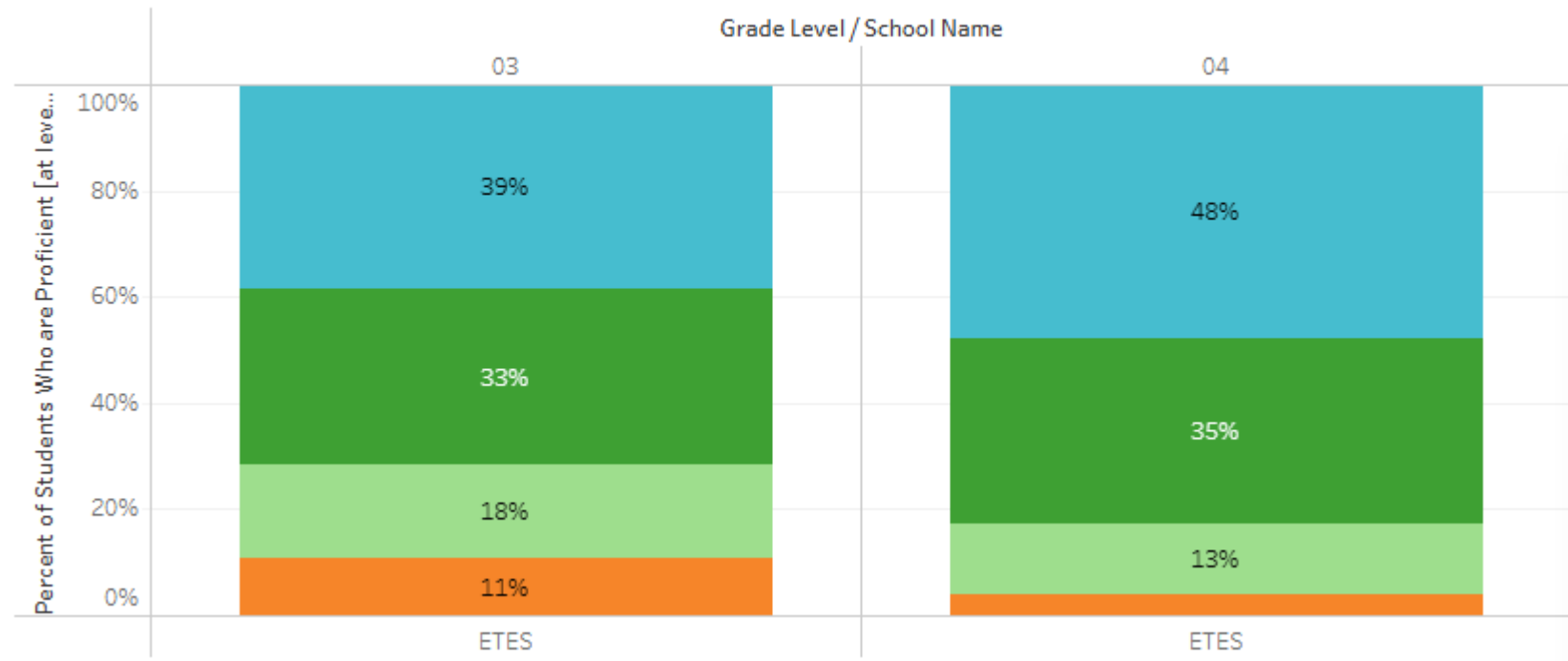
**Elm Tree Elementary
2025-2026**

Building-Level Reflections and Strategic Plan

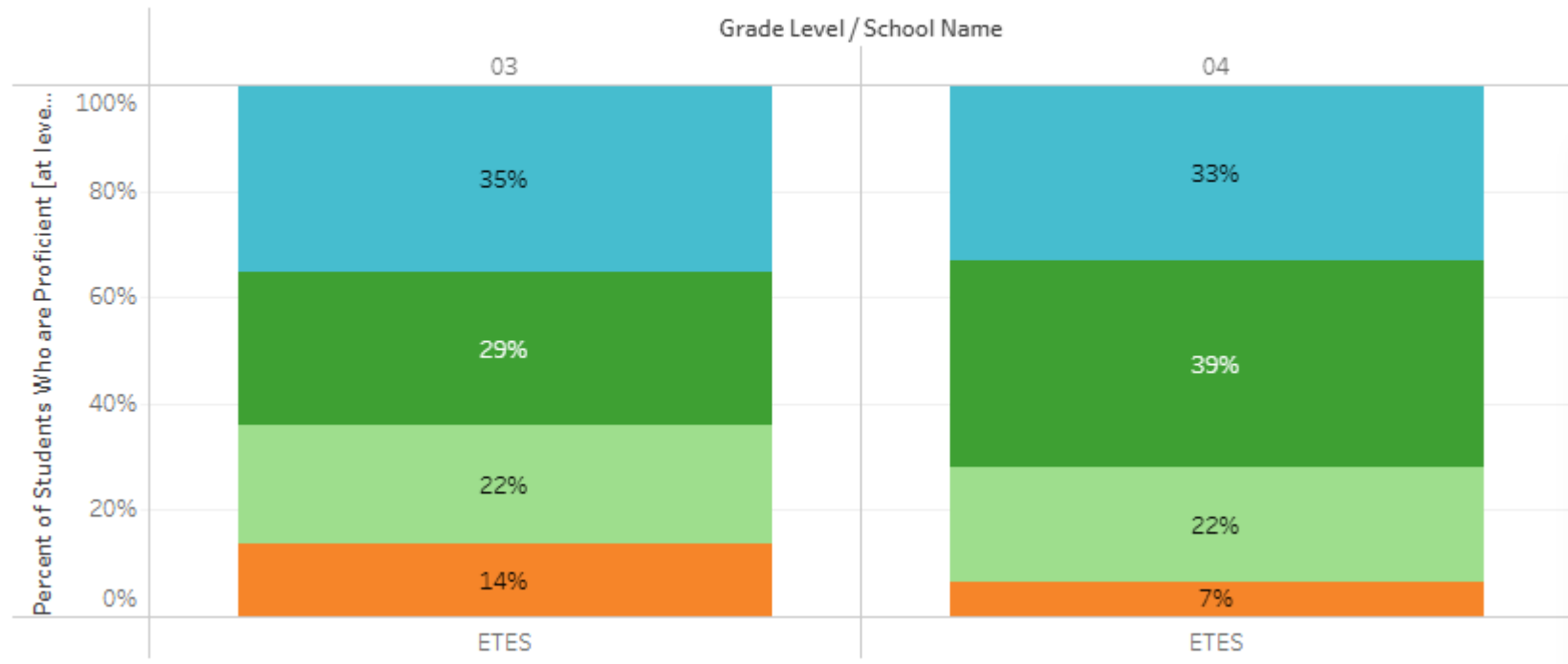
ELA - Bentonville



Math - Bentonville



Science - Bentonville



DATA SUMMARY-CURRENT REALITY

Staff will be guided by a data-driven approach through the consistent use of SMART goals and the implementation of data-informed Personalized Learning Communities (PLCs). Our curriculum coaches, interventionists, ESL teacher, and special education staff will play a key role in data collection, instructional planning, and collaborative decision-making. Teachers will regularly engage in coaching sessions and benefit from peer support systems across all content areas, fostering continuous professional growth and innovation. To ensure instruction is both effective and targeted, all planning will be informed by district and state assessment data.

COMPREHENSIVE NEEDS ASSESSMENT:

Elm Tree Elementary School established a committee to guide our continuous improvement efforts. As a first step, the team conducted a comprehensive analysis of ATLAS assessment data, reviewing results for all students as well as individual subpopulations. This analysis provided clear evidence of our strengths and areas for growth. In addition, we examined multi-year trends in attendance, discipline,

academic achievement, and academic growth to gain a deeper understanding of our students' learning and behavioral needs.

Our review of trend data across literacy, math, and science helped us identify critical areas for instructional alignment with state standards. We also assessed our school-wide routines, norms, and behavioral matrices to determine which aspects require additional focus and reinforcement. As a result, we are strategically adjusting our instructional practices and professional development to better support the diverse needs of our students.

Three key priorities emerged from our findings:

1. Continue to strengthen the inclusive practices model for students receiving special education services by ensuring access to the least restrictive environment whenever appropriate, and promoting meaningful participation in the general education setting.
2. Provide ongoing training and support in Conscious Discipline and positive behavior reinforcement systems to proactively address student behavior and promote a safe, supportive learning environment.
3. To increase student engagement and deepen understanding across all content areas, teachers will integrate Visible Learning strategies into daily instruction, ensuring that learning intentions and success criteria are clear and accessible to all students.

We are committed to selecting evidence-based interventions and allocating resources effectively to support these priorities. Ongoing professional development in Conscious Discipline will continue, reinforcing our school-wide approach to behavior. Student engagement will remain central to lesson planning and instruction, promoting active participation, deeper learning, and student clarity.

Ultimately, our goal is to increase student achievement and growth, ensuring that every student reaches grade-level proficiency in both academic and social-emotional domains.

STRENGTH AREAS:

- Exceed both state and district averages in the percentage of students achieving proficiency in science, math, and ELA at the 3rd and 4th grade levels.

GROWTH AREAS:

- Subpopulations of students receiving special education services and English as a Second Language (ESL) support demonstrated a lower percentage of proficiency compared to the overall student population.

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

- 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%.
- **Academic Excellence:** Every student will be prepared for academic and career success. Students will be engaged in personalized learning

experiences that are real, relevant, and rigorous. Students will receive support to grow academically. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance. Students will be provided high-quality instruction by highly effective teachers. Develop leadership effectiveness for coaching and assessing quality instruction in every classroom. All certified staff will participate in effective PLCs that focus on improving instruction.

- ETES Indicators: Teachers will provide personalized learning experiences for all students with use of district adopted curriculum and resources.
- ETES Indicators: Using ATLAS growth scores, Elm Tree will monitor the progress of all students in literacy and math, with additional focus on science growth for students in grades 3 and 4. Grade-level teams and academic specialists will meet regularly to collaborate on strategies and interventions addressing both academic and behavioral needs within the response to intervention (RTI) framework. Teachers will routinely communicate student progress to parents each quarter to ensure ongoing engagement and support.
- **Refined Communication System:** BSD parents & community will receive comprehensive communications and updates to better understand student performance and district decisions. Execute a universal plan of school, district and executive communication to address parents, staff & community. Provide a digital, interactive platform for parents and community stakeholders.
 - ETES Indicators: Elm Tree educators will maintain effective communication with families through weekly newsletters from classroom teachers as well as a monthly newsletter from the principal and PTO. Additionally, parent-teacher conferences will be held twice a year to discuss student progress. Parents will also have daily access to the regularly updated grading platform, TeacherEase, to stay informed and engaged.
- **Safe and Collaborative Culture:** Build staff capacity to function as a member of the PLC. Students and staff will continue to grow and strengthen their cultural competence to create inclusive school environments.
 - ETES Indicators: Elm Tree teachers will regularly participate in professional development and learning opportunities throughout the school year to further enhance the PLC process and content. Collaboration with local businesses and community members will remain a priority, guiding our PLCs and informing decisions aimed at supporting Elm Tree students and their academic achievement.

MISSION & VISION:

Mission: Empowering ALL to be
Thoughtful,
Engaged, and
Successful

Vision: The ETES Community supports high involvement and social, emotional well-being to achieve success for all.

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).
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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?)
1. All students will receive appropriate grade level academic screeners throughout the year in order to determine the level of instructional support needed and to determine if adequate progress is being made.	- Classroom teachers - Curriculum coaches - Interventionist - Administrators	- All staff administering the assessments will be properly trained on administration and meaning of the assessments. - Students will be screened using assessments that provide reliable and valid growth data. - Teams will analyze results for baseline and progress monitoring data to determine the needs of each student. - Progress will be analyzed on a monthly basis to ensure continued success to the year end standard.	Access to the assessments including but not limited to: - ATLAS screeners - All curriculum assessments - Common formative assessments - DIBELS 8 progress monitoring materials - Student data folders - School tracking and documentation spreadsheets - EdPlan platform - Master schedule with dedicated intervention block and small group time - Protected time for data analysis and planning	- EdPlan will reflect progress monitoring data that has been regularly collected and analyzed throughout the year. - Students will be placed in proper intervention groups and these groups will be flexible and responsive based on student progress.

2. All students will receive a positive rewards system throughout all environments of their school day.	• Classroom teachers • Counselor • Principal • Assistant principal	• Behavior data will be monitored regularly in order to determine student success and alignment with school rules and expectations of the month • All staff will be observing, responding, and intervening to any student behavioral needs. PLC meetings will consist of behavioral resources and techniques shared and implemented for individual student needs. • Staff will review and allow practice opportunities for students to build behavioral fluency and stamina. • All classrooms will build relationships and connections in the classroom community through greetings, Morning Meetings (Focus Five), Behavior Matrices, and a	• Positive reward system professional training and resources shared • School-wide character word usage and access to resources to support the word • Shared drive with resources created based on school behavior matrixes • Greeting/Connection resources, Focus Five resources and training, copies of building matrices, and Safe Place materials and training	• Office referrals are lower and student success and participation in the spending of positive rewards points is part of the regular practice and routine for every student. • Students being able to self-regulate and connect with others in the school community.
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		Safe Place.		
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3. All students who receive ESL services and support through special education will be provided with instructional services through inclusive practices in the general education setting to the maximum extent possible throughout the school year.	- Classroom teachers - SPED teachers, SPED lead - Principal - Assistant principal	- Staff will be trained in inclusive practices. - Collaboration between general education staff and special educators will occur on a regular and ongoing basis. - Student's IEPs and LPACs will reflect services and support with their peers whenever possible.	- Continue to refer to our previous Solution Tree Inclusive Practice training materials and coaching feedback. - The District Inclusion Facilitator will be utilized for support and training.	- Inclusive Practices are utilized in all grade levels and PLCs. - PLC Meetings involve teachers from general education, ESL and SPED teachers. - IEPs and LPACs will reflect the student's needs and implementation of inclusive practices.
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?)

4. All parents will participate in school parent-teacher conferences in the fall and spring semesters.	• All teachers • Counselor • Principal • Assistant principal	• Teachers will send out a form to allow parents to choose convenient times for days to meet to discuss their student's progress. • Teachers will work with the parents to determine if they will meet needed in-person or virtually, based on parental needs.	• Teacher Ease, online grading platform • Ongoing TeacherEase training • Communication document for teachers to collaboratively schedule • Google Meet (virtual conferences) • Sign-in Sheet for parents	• All parents who participate in conferences will have signed in and be provided with a copy of the student's report card. • The teacher will also provide the parent with information about how they can continue to further their student's learning at home.
5. All parents will receive regular weekly communication from the school district, the principal and their child's classroom teachers regarding school and community information.	• Classroom • Teachers • Principal	• Information will be gathered from staff and parents with resources, dates and events that further enrich our student's education, community engagement and learning opportunities.	• Shared newsletter information among grade level teams • Ongoing principal newsletter • Wildcat Weekly events.	• Weekly communication will be gathered and stored in a shared folder for shared collaboration among all staff members at the school.

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).
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SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
6. All licensed staff members will actively participate in collaborative PLC discussions centered on student data for academics and/or behavior on a regular and ongoing basis.	• All teachers • Literacy and Math Coaches • Interventionist	• The schedule will be conducive to allow for collaboration among team members. Teachers will have ample time to plan with grade level teams and support staff to ensure student's needs are met. • Teams will meet weekly with the literacy and math coaches. • Norms will be recognized and adhered to. The gap analysis procedure will be utilized to ensure all teams are properly working together and to target staff and student needs.	• Proper schedule which allows for planning and collaboration. • Collaboratively developed team norms • Admin support • Common formative assessments centered around essential standards and grade level learning targets. • State screener data	• As evidenced through grade level and team's weekly agendas and planning documents.

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

Elm Tree Elementary - [Literacy Plan](#)

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

ETES utilizes a leadership team to determine the best use of supplemental purchases to further support Elm Tree students and staff.

- Our interventionist is paid through NSLA funds.
- We also utilize these funds to purchase STEM supplies and training for our staff.
- We use these funds for Conscious Discipline training for our staff in order to strengthen emotional regulation learning of our students.

- These funds are used to provide professional development for Visible Learning opportunities.

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

none

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

Insert link to meeting agenda/minutes example: [Staff Meeting Agenda](#)