



## Cooper Elementary School 2025-2026 Building-Level Reflections and Strategic Plan

### DATA SUMMARY-CURRENT REALITY:

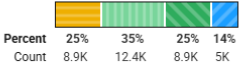
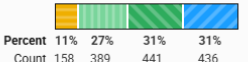
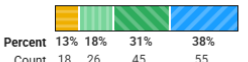
#### 4th Grade ATLAS Summative Literacy Scores 2024-2025

| Roster   | Teacher | Total | Total         |                      |                         |                                                                                                               |                    |                             |                                                                                                               |
|----------|---------|-------|---------------|----------------------|-------------------------|---------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------|
|          |         |       | Student Count | Test Completion Rate | Average ELA Scale Score | ELA Performance Distribution                                                                                  | Percent Proficient | Average Reading Scale Score | Reading Performance Distribution                                                                              |
| State    |         |       | 35184         |                      | 1054                    | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count26%9.1K35%12.3K26%9.1K13%4.6K</div> | 39%                | 1054                        | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count26%9.1K35%12.2K25%8.8K14%5.1K</div> |
| District |         |       | 1424          |                      | 1062                    | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count10%14829%40635%49227%378</div>      | 61%                | 1062                        | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count12%16629%40933%46327%386</div>      |
| School   |         |       | 144           |                      | 1062 ± 1                | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count14%2024%3534%4928%40</div>          | 62%                | 1061 ± 1                    | <div><div></div><div></div><div></div><div></div></div> <div>Percent Count16%2326%3729%4229%42</div>          |

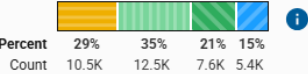
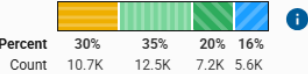
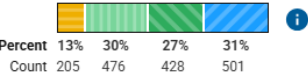
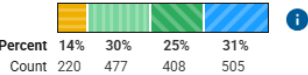
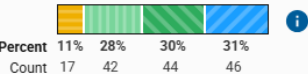
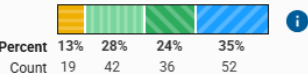
#### 4th Grade ATLAS Summative Math Scores 2024-2025

| Roster   | Teacher | Total | Total         |                      |                     |                          |                    |
|----------|---------|-------|---------------|----------------------|---------------------|--------------------------|--------------------|
|          |         |       | Student Count | Test Completion Rate | Average Scale Score | Performance Distribution | Percent Proficient |
| State    |         |       | 35201         |                      | 1055                |                          | 43%                |
| District |         |       | 1424          |                      | 1068                |                          | 71%                |
| School   |         |       | 144           |                      | 1068 ± 1            |                          | 74%                |

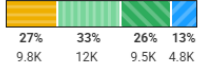
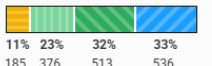
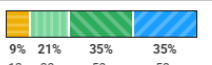
### 4th Grade ATLAS Summative Science Scores 2024-2025

| Roster   | Teacher | Total | Total         |                      |                     |                                                                                                                                              |                    |
|----------|---------|-------|---------------|----------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|          |         |       | Student Count | Test Completion Rate | Average Scale Score | Performance Distribution                                                                                                                     | Percent Proficient |
| State    |         |       | 35198         |                      | 1056                | <br>Percent: 25% 35% 25% 14%<br>Count: 8.9K 12.4K 8.9K 5K | 39%                |
| District |         |       | 1424          |                      | 1065                | <br>Percent: 11% 27% 31% 31%<br>Count: 158 389 441 436    | 62%                |
| School   |         |       | 144           |                      | 1067 ± 1            | <br>Percent: 13% 18% 31% 38%<br>Count: 18 26 45 55        | 69%                |

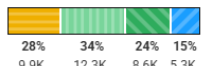
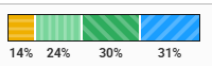
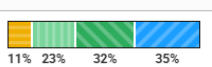
### 3rd Grade ATLAS Summative Literacy Scores 2024-2025

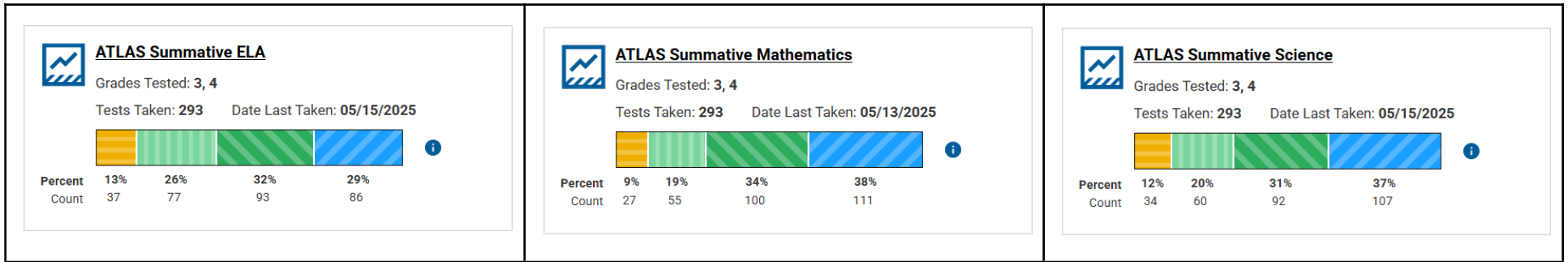
| Roster   | Teacher | Total | Total         |                      |                         |                                                                                                                                                   |                    |                             |                                                                                                                                                   |
|----------|---------|-------|---------------|----------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|          |         |       | Student Count | Test Completion Rate | Average ELA Scale Score | ELA Performance Distribution                                                                                                                      | Percent Proficient | Average Reading Scale Score | Reading Performance Distribution                                                                                                                  |
| State    |         |       | 36054         |                      | 1053                    | <br>Percent: 29% 35% 21% 15%<br>Count: 10.5K 12.5K 7.6K 5.4K | 36%                | 1052                        | <br>Percent: 30% 35% 20% 16%<br>Count: 10.7K 12.5K 7.2K 5.6K |
| District |         |       | 1610          |                      | 1062                    | <br>Percent: 13% 30% 27% 31%<br>Count: 205 476 428 501       | 58%                | 1061                        | <br>Percent: 14% 30% 25% 31%<br>Count: 220 477 408 505       |
| School   |         |       | 149           |                      | 1062 ± 1                | <br>Percent: 11% 28% 30% 31%<br>Count: 17 42 44 46           | 60%                | 1063 ± 1                    | <br>Percent: 13% 28% 24% 35%<br>Count: 19 42 36 52           |

### 3rd Grade ATLAS Summative MathScores 2024-2025

| Roster   | Teacher | Total | Total         |                      |                     |                                                                                                                                              |                    |
|----------|---------|-------|---------------|----------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|          |         |       | Student Count | Test Completion Rate | Average Scale Score | Performance Distribution                                                                                                                     | Percent Proficient |
| State    |         |       | 36072         |                      | 1054                | <br>Percent: 27% 33% 26% 13%<br>Count: 9.8K 12K 9.5K 4.8K | 40%                |
| District |         |       | 1610          |                      | 1065                | <br>Percent: 11% 23% 32% 33%<br>Count: 185 376 513 536    | 65%                |
| School   |         |       | 149           |                      | 1067 ± 1            | <br>Percent: 9% 21% 35% 35%<br>Count: 13 32 52 52         | 70%                |

### 3rd Grade ATLAS Summative Science Scores 2024-2025

| Roster   | Teacher | Total | Total         |                      |                     |                                                                                                                                                  |                    |
|----------|---------|-------|---------------|----------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|          |         |       | Student Count | Test Completion Rate | Average Scale Score | Performance Distribution                                                                                                                         | Percent Proficient |
| State    |         |       | 36070         |                      | 1056                | <br>Percent: 28% 34% 24% 15%<br>Count: 9.9K 12.3K 8.6K 5.3K | 38%                |
| District |         |       | 1610          |                      | 1066                | <br>Percent: 14% 24% 30% 31%<br>Count: 221 394 488 507      | 62%                |
| School   |         |       | 149           |                      | 1067 ± 2            | <br>Percent: 11% 23% 32% 35%<br>Count: 16 34 47 52          | 66%                |



### **COMPREHENSIVE NEEDS ASSESSMENT:**

Cooper Elementary School 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 based on ATLAS 2025 Achievement Scores:**

- 3rd and 4th grade ELA achievement scores exceed both the district average scaled scores and percent proficient
- 3rd and 4th grade math achievement scores exceed both the district average scaled scores and percent proficient
- 3rd and 4th grade science achievement scores exceed both the district average scaled scores and percent proficient
- 10% or fewer students scored in Level 1 in math for both 3rd (9%) and 4th (10%) grade; 9% for 3rd/4th grade combined
- The % of students scoring in Level 4 in 4th grade ELA, math and science exceed the district average of Level 4 students
- The % of students scoring in Level 4 in 3rd grade ELA, math and science met or exceeded the district average of Level 4 students

### **GROWTH AREAS based on ATLAS 2025 Achievement Scores:**

- ELA achievement is not as strong as math and science achievement
  - 60% of 3rd grade students were proficient in ELA, about 10% lower than math/science
  - 62% of 4th grade students were proficient in ELA, about 10% lower than math/science
  - 13% of 3rd/4th grade students scored at a Level 1 in ELA as opposed to 9% in math

**School Goal:** By the end of the 2025-2026 school year, 70% of students in third and fourth grade at Cooper Elementary School will be proficient in Literacy.

### **DISTRICT GOAL(s): Strategic Plan-Vision 2024 (Building goals must be connected to district goals.)**

- *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:** 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 the school, district, and executive communication to address parents & community.
- **Safe & Collaborative Culture:** Build staff capacity to function as a member of the PLC.

**MISSION:** We are a family of innovators who create pathways to learn, connect and inspire.

**VISION:** Cooper Elementary School will be the first choice school for innovative learning where each student's social, emotional, and academic needs are met through authentic and engaging experiences.

| 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:<br>What needs to be done?                                                                                                                                                                                                                                                                                                  | RESOURCES NEEDED                                                                                                                                                                                                                                                                                                                                                                                                                             | EVIDENCE<br>(How will success be measured?<br>What will evidence of success look like?)                                                                                                                                                                                                                                                                                                                                      |
| <p>CES will guarantee high impact intervention for students identified as needing tiered support.</p> <p>100% of students receiving an intervention will have their progress monitored, and the data</p> | <p>Childress, Principal</p> <p>Manus, Assistant Principal</p> <p>Hamrick and Toms, Academic Interventionists</p> <p>Ballard and Schonaeur, Academic Coaches</p> <p>Members of the Teacher</p>                                                                                                                                                                  | <p>By 9/26 grade-level teams will identify students based on data and assign appropriate interventions. (with an intensive focus on the bottom 25%)</p> <p>Teachers will document intervention strategies, progress toward mastery, and next steps in EdPlan.</p> <p>Accountability/fidelity to progress monitoring calendar/system.</p> | <p>Digital data folders for all students with all intervention related information and data.</p> <p>RTI placement/programming spreadsheets per grade level</p> <p>Professional development as needed for all intervention service providers to meet the needs of the students using high quality instructional materials</p> <p>Progress monitoring schedule, tools and data recording documents</p> <p>Data Day meetings scheduled at a</p> | <p>Student attendance at their targeted, high impact intervention during grade-level WIN time.</p> <p>A grade-level spreadsheet with ATLAS Reading and ATLAS Math screener data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each Level (1, 2,3,4) will be monitored. The percentage of students scoring a Level 3 and 4 will increase over the course of the school year.</p> |

|                                                                                                                                                                                                                        |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>reviewed by the PLC and/or RTI team at a minimum of every 8 weeks. Progress monitoring data will be updated throughout the school year and used to drive decisions regarding the student's educational program.</p> | <p>Leadership Council</p>                                                                                           | <p>Training for staff on the use of ATLAS diagnostic tools/screeners needed for the RTI process.</p> <p>Regular check-ins during Academic RTI meetings regarding student progress and intervention programming</p> <p>Parent communication for tiered students throughout the year.</p> <p>Master RTI spreadsheet maintained: names, tier placement, related data, intervention targets, PM tool, check-in dates</p> | <p>minimum of every 8 weeks</p> <p>Updated flowchart/process for academic RTI</p> <p>Elementary Hub: RTI Section</p> <p>Academic RTI letter for staff to share with parents</p> <p>Data letter updates to be shared with parents at least twice a year.</p> | <p>Progress monitoring data</p> <p>Agendas and notes from Academic RTI meetings held throughout the school year</p> <p>Graphs or tracking sheets that show student progress on intervention plans</p> <p>Teacher documentation of parent communication throughout the year regarding progress monitoring data/tier updates.</p>                                  |
| <p>By 9/11 100% of the students currently identified as a student in need of tiered support in the area of behavior will receive intervention.</p>                                                                     | <p>Manus, Assistant Principal</p> <p>Dumes and Mayo, Counselors</p> <p>Holdsworth, School Psychology Specialist</p> | <p>Professional Development provided to all staff before school starts.</p> <p>By 8/14 data folders for all students will be reviewed to Determine students who have been identified in need of intervention in the previous grade level.</p> <p>Tier 2 behavior plans will be reviewed by the</p>                                                                                                                   | <p>Tier 2 and Tier 3 behavior intervention plans (BIP)</p> <p>BIP data tracking documents in use with fidelity</p> <p>BPS Elementary Discipline Rubric</p> <p>CES Behavior Clipboard system</p>                                                             | <p>Behavior related data is monitored and recorded according to the BIP</p> <p>The Assistant Principal will track and graph the data for Tier 2 plans.</p> <p>The Assistant Principal will work in collaboration with the psych examiner to track and graph Tier 3 BIP.</p> <p>There will be a decline in behavior incidents. CES will continue to recognize</p> |

|  |  |                                                                                                 |  |                                               |
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|  |  | teacher and the assistant principal.<br><br>Behavior RTI meetings will meet at least quarterly. |  | strong behavior choices in a variety of ways. |
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| 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. |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
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| SMART GOAL                                                                                                                                                                                                                                                                                                    | LEAD STAFF                                                                                                                                                                                                                                                                    | ACTION STEPS:<br>What needs to be done?                                                                                                                                                                                                                                                                                                                   | RESOURCES NEEDED                                                                                                                                                                                                                                                                                           | EVIDENCE<br>(How will success be measured?<br>What will evidence of success look like?)                                                                                                                                                                                                                                                           |
| <p>CES will engage with families and the community in a variety of ways: face to face, materials sent home, emails, phone calls, and social media.</p> <p>In 25-26 we will expand communication to include more information specific to curriculum, instruction and student progress. A Parent and Family</p> | <p>Childress, Principal</p> <p>Manus, Assistant Principal</p> <p>Classroom teachers</p> <p>Encore teachers</p> <p>Academic specialist staff members</p>                                                                                                                       | <p>Create a leadership team to support family and community engagement.</p> <p>Create a schedule of deliverables associated with family and community engagement.</p> <p>Give the PAFE survey in Spring 2026 and compare data with previous scores.</p> <p>Some examples of communication opportunities include: Tuesday folders. Daily/Weekly social</p> | <p><a href="#">CES 2025-2026 Parent-Family Engagement Plan</a></p> <p>List of school and PTO events and dates</p> <p>End of Year Parent Survey</p> <p>Tuesday folders</p> <p>Home/School Connection resources</p> <p>Digital and social media platforms</p> <p>Volunteer training slides and documents</p> | <p>Analysis of the end of year survey results regarding family and community engagement. Compare the results from 2024-2025 to 2025-2026 to determine if parents noted that there was improvement in family and community communication efforts.</p> <p>Social media posts/newsletters highlighting the learning and success of our students.</p> |

|                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                              |  |  |
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| <p>Engagement (PAFE) Survey was given in the fall of 2024. 80% of parents agreed that they received timely communication from CES in a variety of ways. 75% of parents agreed that they are provided regular reports of their child's educational progress.</p> <p>By Spring 2026 both of those metrics will increase to at least 85%.</p> |  | <p>media posts. Monthly parent newsletter. Academic family nights. Parent-Teacher conferences. and Collaboration with PTO</p> <p>Continued training on Teacher Ease platform to share grades in real time and generate quarterly report cards.</p> <p>Volunteer recruitment and training</p> |  |  |
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| 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<br>(How will success be measured?<br>What will evidence of success look like?) |
| 100% of the instructional teams will have a master schedule | Childress, Principal<br><br>Manus, Assistant Principal                                                                                                                          | Ensure the master schedule has:<br>Collaborative planning times for teams to meet | Master Schedule<br><br>Collaborative meeting agendas and notes | PLC Agendas & Notes<br><br>Collaborative Meeting                                        |

|                                                                                                     |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                         |
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| that consistently provides for Weekly collaborative planning time throughout the 25-26 school year. | Teacher Leadership Council | <p>weekly with the literacy and math coaches. Collaborative planning times for the general education and special education teachers to meet weekly.</p> <p>Collaborative planning times for grade level/department teams to meet weekly.</p> <p>Collaborative planning times for the coaches, interventionists, counselors, Teacher Leadership Council, and WIN staff to meet regularly with administrators.</p> <p>Protected time for administrators to participate in PLCs and special education conferences.</p> | Teams' quarterly SMART goals | <p>Schedule for the 25-26 school year</p> <p>Collaborative meeting times clearly documented on the master schedule.</p> |
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**Literacy Plan** - [Bentonville Schools Literacy Plan 2025-2026](#)      [Academic RTI Document](#)

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

Cooper Elementary School uses a Teacher Leadership Council/Team structure to make decisions regarding supplemental purchases to support students and staff.

CES has a dedicated intervention/enrichment block for each grade level. Within the intervention block, CES utilizes support staff and teachers to support at-risk students and increase academic achievement for all students. Data is collected to determine the group and individual focus areas within the intervention block.

Professional learning and resources are provided to the intervention/enrichment service providers to ensure high quality instructional materials and high impact instruction is being utilized at all times.

Formative assessment data and progress monitoring data are utilized to track student data and progress throughout the year. CES has regular collaborative planning meetings, PLCs, coaching conversations and RTI meetings 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.)

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.