



Lincoln Junior High School

2025-2026

Building-Level Reflections and Strategic Plan

Data Summary - Current Reality

COMPREHENSIVE NEEDS ASSESSMENT: Lincoln Junior High School formed a School Improvement Leadership Team and analyzed the test scores from the 2024-2025 administration of the ATLAS Assessments. We examined the results for ALL STUDENTS and each subpopulation. We also 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 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, building systems, collaborative commitments, and expectations in order to see 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.

7th Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient
State			35639		1052	Percent Count 27% 9.8K 40% 14.2K 23% 8.2K 10% 3.5K	33%
District			1495		1064	Percent Count 9% 142 29% 436 31% 458 31% 459	61%
School			381		1064 ± 1	Percent Count 8% 29 28% 108 33% 126 31% 117	64%

7th Grade ATLAS Summative Math Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35209		1054	Percent: 31% 30% 24% 15% Count: 10.8K 10.5K 8.5K 5.3K	39%
District		1377		1069	Percent: 8% 21% 28% 43% Count: 111 286 386 594	71%
School		357		1070 ± 1	Percent: 8% 21% 24% 46% Count: 30 76 85 166	70%

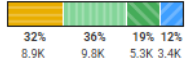
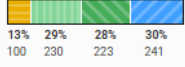
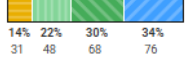
7th Grade ATLAS Summative Science Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35647		1056	Percent: 26% 36% 24% 14% Count: 9.2K 12.8K 8.7K 5K	38%
District		1495		1066	Percent: 9% 28% 31% 32% Count: 139 412 463 481	63%
School		380		1066 ± 1	Percent: 8% 28% 32% 32% Count: 31 107 121 121	64%

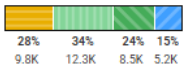
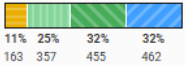
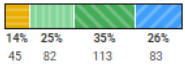
8th Grade ATLAS Summative Literacy Scores 2024-2025

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient
State		35820		1051	Percent: 26% 40% 23% 10% Count: 9.5K 14.5K 8.3K 3.5K	33%
District		1438		1061	Percent: 10% 32% 33% 25% Count: 141 459 481 357	58%
School		323		1060 ± 1	Percent: 8% 35% 35% 21% Count: 27 112 114 69	57%

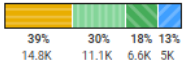
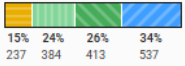
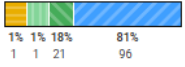
8th Grade ATLAS Summative Math Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		27387		1051 ⓘ	 Percent Count: 32% 8.9K, 36% 9.8K, 19% 5.3K, 12% 3.4K	32%
District		794		1061 ± 1 ⓘ	 Percent Count: 13% 100, 29% 230, 28% 223, 30% 241	58%
School		223		1061 ± 1 ⓘ	 Percent Count: 14% 31, 22% 48, 30% 68, 34% 76	65%

8th Grade ATLAS Summative Science Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35783		1055 ⓘ	 Percent Count: 28% 9.8K, 34% 12.3K, 24% 8.5K, 15% 5.2K	38%
District		1437		1065 ⓘ	 Percent Count: 11% 163, 25% 357, 32% 455, 32% 462	64%
School		323		1063 ± 1 ⓘ	 Percent Count: 14% 45, 25% 82, 35% 113, 26% 83	61%

ATLAS Summative Algebra Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		37486		1051 ⓘ	 Percent Count: 39% 14.8K, 30% 11.1K, 18% 6.6K, 13% 5K	31%
District		1571		1062 ⓘ	 Percent Count: 15% 237, 24% 384, 26% 413, 34% 537	60%
School		119		1076 ± 1 ⓘ	 Percent Count: 1% 1, 1% 1, 18% 21, 81% 96	98%

ATLAS Summative Geometry Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		37818		1045	 Percent: 56% 23% 12% 10% Count: 21.1K 8.5K 4.4K 3.7K	22%
District		1554		1058	 Percent: 27% 22% 19% 32% Count: 417 349 296 492	51%
School		5		1075 ± 7	 Percent: 20% 80% Count: 1 4	80%

Strength Areas

- Improved overall achievement 1% in 7th grade Science from 2024 to 2025.
- Continue to achieve higher than State average in 7th grade Math, Algebra, Geometry, 7th grade ELA, 8th grade ELA, 7th grade Science, and 8th grade Science.
- Saw overall growth in average student scale scores in 7th grade Math (6 points), 7th grade ELA (2 points), 7th grade Science (2 points).

Growth Areas

- 7th Grade Math
 - Class of 2025 dropped 6 points in achievement from Class of 2024
- 8th Grade ELA
 - Class of 2025 dropped 7 points in achievement from Class of 2024
 - Average student scale score dropped 1 point (from 1063 to 1062)
- 8th Grade Science
 - Class of 2025 dropped 9 points in achievement from Class of 2024 (*It is important to note that a higher number of 8th grade students are enrolling in a high school level course, APSI, which does not align with 8th grade science standards)

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 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%.
- Refined Communication System: Execute a universal plan of school, district and executive communication to address parents, staff, & community.
 - School Status, a universal communications platform, will be utilized for communication with families and students throughout the

district.

- Safe & Collaborative Culture: Diverse school leadership teams will consider inclusive actions for school improvement and create inclusive school environments.

Mission & Vision

Lincoln Junior High School will empower our student community to dream, lead, achieve, and serve.

P.R.I.D.E. (Passion, Respect, Integrity, Dedication, Excellence)

ACADEMIC RESPONSE TO INTERVENTION SMART GOAL	LEAD STAFF	ACTION STEPS	RESOURCES NEEDED	EVIDENCE
PLCs will meet to grow their students through instruction, assessment, data, referring students, data analysis, and remediation. PLC Leads will collaborate with District Instructional Specialists and Principals/Assistant Principals to create the most impactful viable curriculum and provide remediation for struggling students. In addition, every week, the RTI coalition will meet to discuss student needs that are based on the current status of the student's academic progress.	Kim Fernandez and Suzanne Rector	Through a formal process, PLCs will enlist the support of the RTI Coalition to provide additional academic, socio-emotional, and physical support for students needing it. This schoolwide partnership will use all available resources (Tiers 1-3) to provide the scaffolding and support to close the gaps between our achieving and our in-need-of-support students.	Time and interventionists	Our students' reading skills will increase by 5%. Our students' math skills will increase by 5%.
COMMUNICATION AND ENGAGEMENT SMART GOAL	LEAD STAFF	ACTION STEPS	RESOURCES NEEDED	EVIDENCE
We will utilize methods such as School Status, Google Classroom, and Social Media to build our partnership and fully utilize all relationships with our parents and community. In addition, we will fully implement our parent engagement plan, which includes the following key components: supporting parenting, communication with parents and community, volunteering, learning at home, decision making, and collaborating with the community.	Josh Thompson Kim Fernandez Ashley Williams Kristen Black	Teachers communicate grades through eschool and email. Administration communicates through School Status and Social Media. Monthly PTO meetings.	Training on School Status software for communication.	Parent Feedback

		2 Parent/Teacher Conferences held each semester.		
PROFESSIONAL LEARNING COMMUNITY SMART GOAL	LEAD STAFF	ACTION STEPS	RESOURCES NEEDED	EVIDENCE
All PLCs will meet weekly to review ALL student data in regards to PLC common formative assessments, district common formative assessments, and district summative assessments. PLCs will create and implement a plan to adjust instruction time based on student data.	Administration and PLC Leaders	Meet weekly Review Data Implement Plan	Time and common assessments	*Data from common assessments *Tier 2 and Tier 3 intervention sessions will address student deficits.

Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents
Lincoln RTI Plan

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Title I funds are used to pay our Interventionist. NSLA funds are used to provide additional reading support for disadvantaged students.
Additional Request for the district to consider: (what additional requests the school is asking of the district)
We would love an additional interventionist to support students with literacy and mathematical skills.

*District - Additional Support/Considerations: (what the district decides to provide)
On-site Academic coaches as needed.

