



Bentonville High School 2025-2026

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

The graphic below shows the distribution of achievement levels in English Language Arts for students assessed in Spring 2025.



ATLAS Summative ELA

Grades Tested: 9, 10

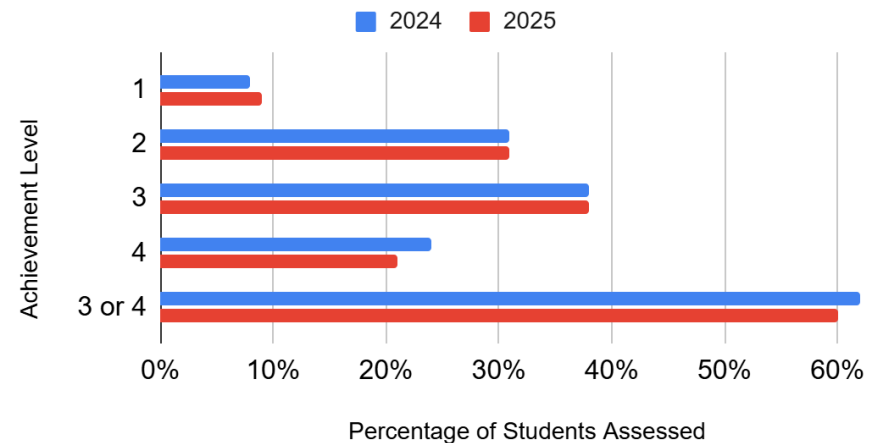
Tests Taken: 1.8K

Date Last Taken: 05/16/2025



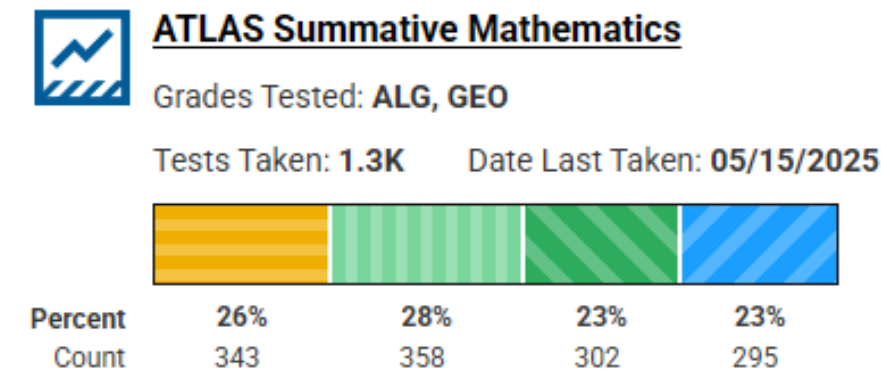
Percent	9%	31%	38%	21%
Count	156	563	691	386

Multi-year comparison of ATLAS performance level distributions in English Language Arts.



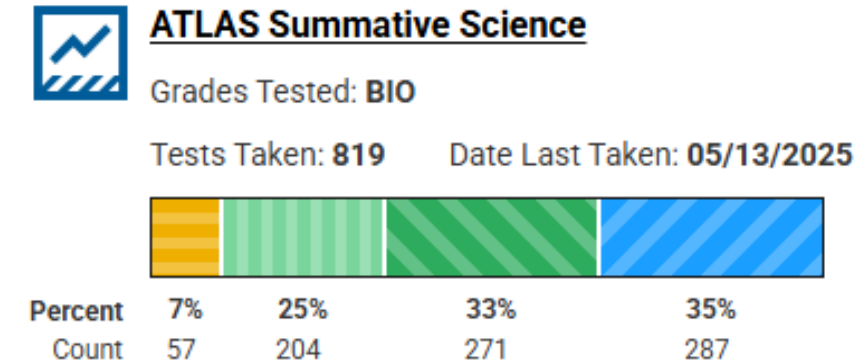
There was a modest overall regression in ELA proficiency rates for the combined population of ninth and tenth grade students. However, the tenth grade scores showed a slight increase of 1% in proficiency rate. The BHS combined proficiency rate of 59% exceeds the percentage of all Bentonville Schools students scoring proficient (3 or 4) in 2024, which was 57%.

The graphic below shows the distribution of achievement levels in Mathematics for students assessed in Spring 2025.



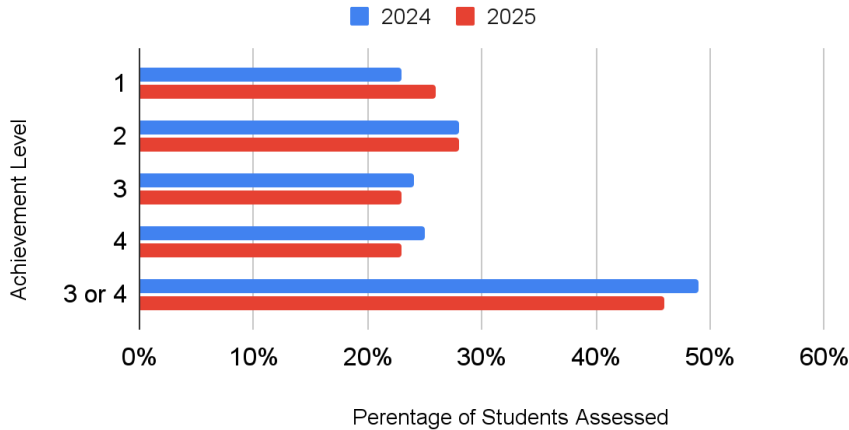
The percentage of students scoring proficient in Algebra and Geometry combined was 46%, which was down 3% from 2024.

The graphic below shows the distribution of achievement levels in Biology for students assessed in Spring 2025.

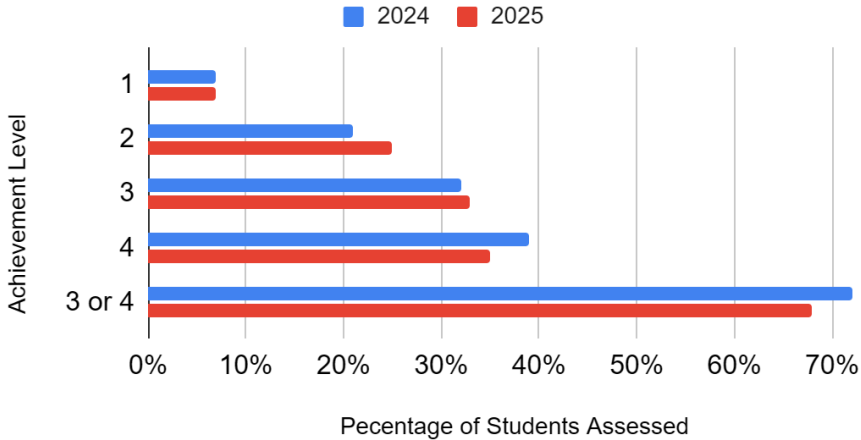


The percentage of students scoring proficient in Biology was 68%. This represented a 4% decline from 2024.

Multi-year comparison of ATLAS performance level distributions in Mathematics.



Multi-year comparison of ATLAS performance level distributions in Biology.

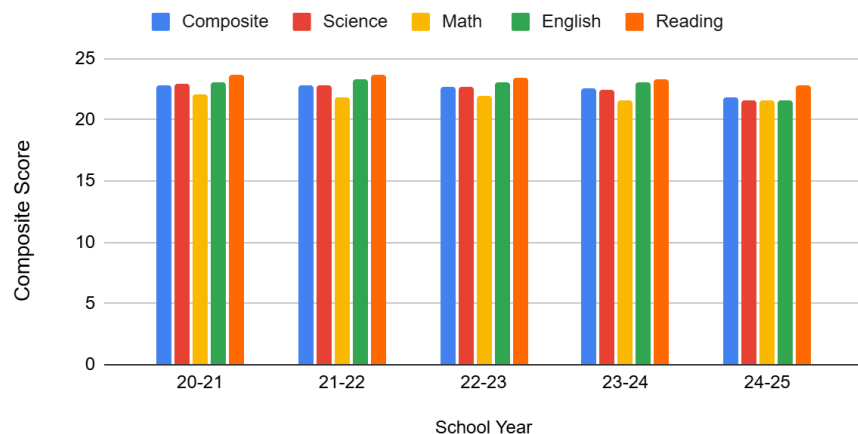


BHS Advanced Placement Data



Both the number of AP exams taken and scores of 3+, which generally qualify for college credit, have continued to increase over the last five years. The number of participating students had grown each of the previous three years, but was flat from 2024 to 2025. The percentage of students earning qualifying scores at BHS exceeded the global average in 75% of the courses we offer.

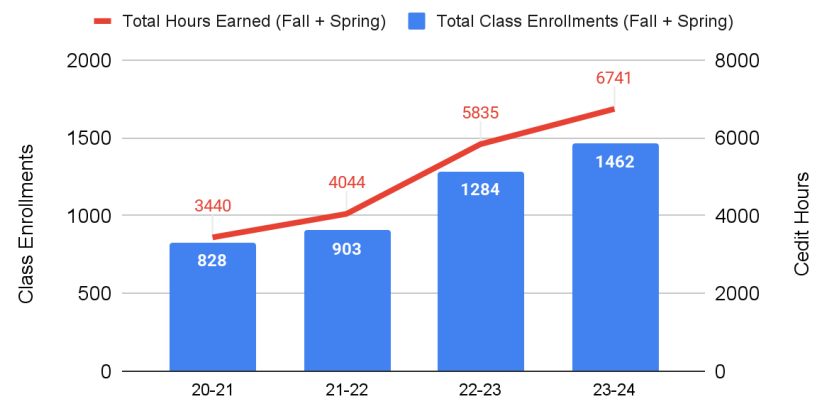
Multi-year comparison of 11th Grade ACT composite and subject scores.



ACT composite scores and sub-scores follow a similar trend. Scores are relatively consistent over time, but show a very slight downward trend. The average composite score for the 2024-2025 school year was 21.84, which exceeds both national (19.4) and state (18.5) averages reported in 2024.

The total number of student enrollments has shown steady growth year-over-year since the 21-22 school year. Credit hour earned has followed suit, indicating that growth is not coming at the expense of student success.

Total class enrollments and college credit hours earned for academic years 2020-2021 to 2023-2024.



COMPREHENSIVE NEEDS ASSESSMENT:

Bentonville High School formed a School Improvement Leadership Team and analyzed academic data for the 2024-2025 school year. The data included results from the Junior ACT, ATLAS summative assessments, AP exam scores, and college credits earned through concurrent enrollment. Subpopulation performance levels on standardized assessments were calculated and considered along with overall population results. Non-academic factors were also examined, including attendance and discipline trends over the last three years. Attendance rates among the overall population and subpopulations were slightly down, while disciplinary action rates in all groups continued their downward trend year-over-year. We reviewed our expectations, norms, and other systemic factors that may influence overall student achievement and subpopulation performance gaps. To address the growth areas below we are creating a modified RTI plan and targeting professional development on practices that support growth and access for all learners. We will increase efficiency of the RTI process and expand staff involvement to include all teachers in support of student success. This is intended to increase staff ownership of the process and establish a culture of growth that permeates the entire school community. We will also encourage all students to challenge themselves, given the establishment of support systems and an increased growth mindset, by participating in college-ready and career-ready experiences such as AP, IB, concurrent enrollment, internships, and Ignite. We are committed to allocating the resources necessary to see these programs implemented with fidelity so that sustained success and growth are realized for ALL students.

STRENGTH AREAS:

- AP scores are generally high relative to state and global averages.
- ACT average composite score exceeds state and national averages.
- ATLAS proficiency levels and achievement exceed state averages.
- Concurrent enrollment and college credits earned numbers are high and growing.
- Approximately 20% of Arkansas National Merit Scholars graduated from BHS in 2025.
- Opportunities for students to gain real world experience through Ignite and internships.
- High performing athletics, visual arts, and performing arts programs provide opportunities for many students to excel.

GROWTH AREAS:

- ATLAS proficiency rates in English, Math, and Science
- ATLAS growth scores in English, Math, and Science
- ACT composite scores
- Number of students taking college credit yielding classes

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.
- 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:

INTEGRITY - GROWTH - SERVICE

Vision

Tenacious - Innovative - Good Citizens - Engaged - Responsible - Successful , Tigers for Life!

Mission

BHS will provide rigorous and relevant academic experiences within a culture of effective and caring relationships.

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?)
By October 17th, we will implement a systemic process to provide ongoing support for students in need of intensive interventions in ELA, Math, and Science. All students (100%) showing these needs based on ATLAS summative data will be identified and served with	Assistant Principals in tested subject areas, Instructional Specialists, Department Heads, and teacher leaders in English, Math, and Science.	Identify initial students to target based on ATLAS summative results. Have students take diagnostic tests, if available, to determine baseline performance. Establish school-wide systemic processes and procedures for weekly RTI. Monitor students not previously identified and	• RTI scheduler • ExactPath • Study Island • other high quality intervention materials • PLC data on high impact strategies • data monitoring framework	Successful implementation can be measured by ensuring the following. • Identification of students and communication to teachers can be verified by spreadsheet tracking. • Diagnostic completion (for ELA and Math) can be verified in ExactPath.

provisions in place for adding additional students identified throughout the school year.		adjust support groups as needed. Monitor the RTI system to ensure fidelity of implementation and sustained maintenance of effort.		- Participation of all students can be tracked via ExactPath or Study Island. Evidence of success can be seen in the following. - Ongoing monitoring of student progress and program effectiveness can be tracked via spreadsheet Formative, etc. - Participation rates are high and performance growth of students in the program is increasing over time.
By October 17th we will implement a systematic process to provide continuous monitoring of students with behavior intervention plans. All (100%) of students with BIPs will have their plans reevaluated no later than the established date in the plan.	Assistant Principals, Deans of Students, and Psychological Examiners	Create a procedure to track BIP progress monitoring and evaluation. Establish and implement an accountability framework for BIP monitoring and reevaluation.	- Monitoring database (spreadsheet, etc) - EdPlan - Accountability protocol	Successful implementation can be measured by ensuring the following. - Clear BIP monitoring procedures are evident and in use. - BIPs are monitored and reviewed by due dates. Evidence of success can be seen in the following. 0% of BIPs are overdue for review. - Discipline infractions of

				students served with BIPs are decreasing over time. Students with BIPs are spending more time in the classroom instead of alternative settings.
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?)
By May 31st, BHS teachers and staff will communicate effectively with families to meet the needs of all students as evidenced by 90% (or higher) of parents agreeing that we are communicating effectively on the year-end parent survey. This is an increase from the 88% agreeing on the 2024-2025 year-end survey.	Social Media Coordinator	Social media posts for upcoming events and opportunities for parental engagement and involvement.	- social media accounts - Google form for post requests and administrative approval	Successful implementation can be measured by the following criteria. - The number of engagement posts (i.e. classroom pictures, activity information, etc) on social media. - Parent-teacher conference logs and number of parents participating. - Number of communications with two-way mechanisms embedded. - Number of teachers with gradebooks and
	Administrative Team	Host and encourage participation in parent-teacher conferences each semester. Host and promote Parent University. Ensure two-way communication channels are open between the school and families by providing frequent, relevant information coupled with user-friendly feedback mechanisms. Ensure translation services	- social media - SchoolStatus - flyers - parent forums - translators to facilitate communication - parent feedback instruments Engagement Plan - calendar/list of events from school and PTO	

		are available on request. Involve parents in building decision making processes when appropriate.	• user-friendly parent feedback tools	LMS sites up to date. Evidence of success can be seen in the following. • Parent feedback surveys show high satisfaction with communication. • Teachers can document that 100% of their students' parents/guardians have been contacted AND responded in some way.
	Certified Teachers with oversight from Principals	Ensure teacher websites, gradebooks, and LMS pages are up to date. Provide frequent, engaging communication with families including both positive feedback and actionable communication. By October 24th teachers will establish two-way communication with the parents/guardians of 100% of students on their roster.	• eSchool • Google Sites • Google Classroom • SchoolStatus • Communication Logs	
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?)
By October 17th, 100% of PLCs will have regular meetings scheduled with established norms supporting the 4 Big PLC questions and appropriate	APs, Instructional Specialists, PLC Leaders	Ensure PLCs have meetings scheduled and all relevant parties are invited. Ensure PLC agendas have a mechanism in place to focus on the 4 Big Questions.	• Google Calendar • Google Drive • PLC agenda documents	Success will be measured by APs documenting the following. • Regular meetings are scheduled and held. • PLCs focus on the 4 Big Questions.

documentation of work.		Ensure PLCs have a procedure to easily share documentation of work with Principals and Specialists		• Work products or documentation is present from each meeting and is appropriate. Evidence of success can be seen in the following. • PLCs are focused on the 4 Big Questions during all meetings. • PLC products are present and support the 4 Big Questions. • Instructional decisions are data-based.
By October 17th, 100% of PLCs will have a documented plan in place to support the school's systemic RTI Plan.	APs, Instructional Specialists, PLC Leaders	Develop a plan for selecting teachers to provide intensive RTI and growth sessions in Flex. Develop a plan for serving other students in need of additional support during these times.	• RTI scheduler • high quality intervention materials • PLC data on high impact strategies • data monitoring framework	Success will be measured by ensuring the following. • A workable plan for coverage of RTI, growth, and general sessions is in place. • A data-based plan for selecting the Core teachers best positioned to ensure gains for each standard is in place. Evidence of success can be seen in the following. • All PLCs will be

				actively and fully supporting the RTI plan on a consistent basis. • Student performance in ELA, Math, and Science shows growth over time.
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Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan - Academic RTI Documents

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Student Support Counselor - Our student support counselor supports students struggling with social and emotional issues. This student support counselor is available to all BHS students and serves as an advocate for our students' needs. She develops relationships with students and meets with them throughout the year to continue support. She also monitors student communication in email and alerts leadership when students are at risk of harm. Supporting students with social and emotional issues provides the foundation for greater academic success by removing impediments. Student Advocates - Our student advocates serve as liaisons for our parents and students and provide support for them inside and outside of school, including community support organizations. Student advocates provide emotional and physical support for our students and build relationships with outside organizations that can provide additional layers of support. This position improves students' academic success by removing outside factors that could potentially impede learning and focus.

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: [Leadership Team running agenda/minutes](#)