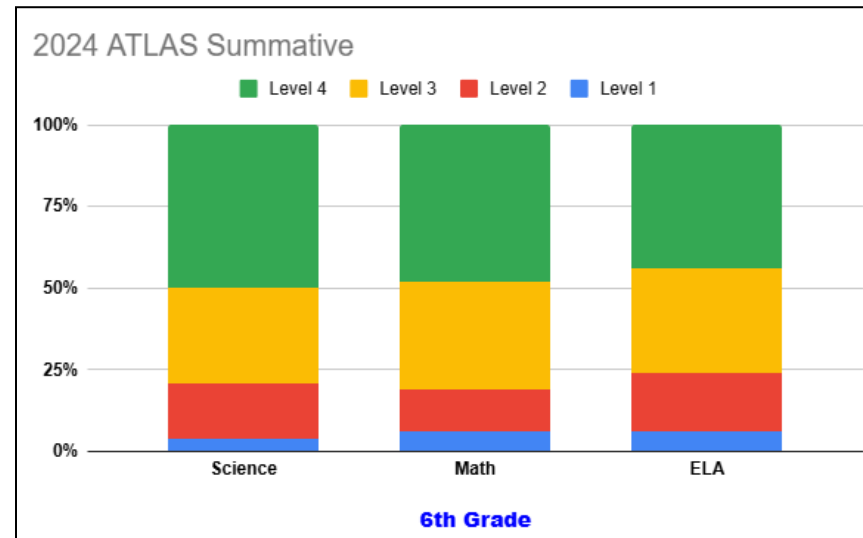
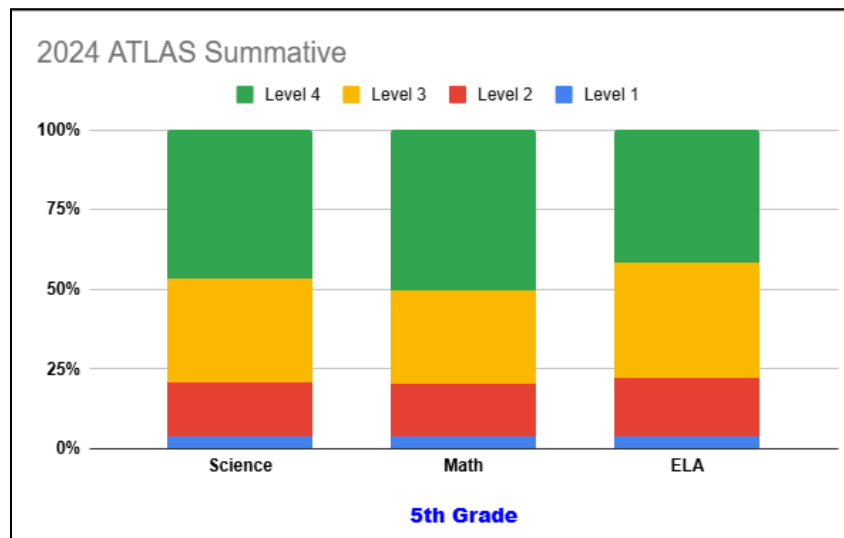




Bright Field Middle School
2025-2026
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY



5th Grade ELA:

State			35408		1054 	 Percent 25% 39% 24% 13% Count 8.7K 13.7K 8.5K 4.4K
District			1498		1062 	 Percent 10% 31% 30% 28% Count 154 468 453 423
School			343		1068 ± 1 	 Percent 4% 18% 36% 41% Count 14 63 125 141

5th Grade Math:

State			35407		1054 	 Percent 32% 31% 22% 15% Count 11.2K 11K 7.9K 5.3K
District			1493		1065 	 Percent 12% 24% 28% 36% Count 183 357 413 540
School			343		1072 ± 1 	 Percent 4% 16% 29% 50% Count 14 56 101 172

5th Grade Science:

State			35409		1055 i	Percent 28% 34% 23% 15% Count 10.1K 12K 8K 5.4K
District			1498		1065 i	Percent 13% 24% 31% 31% Count 202 367 458 471
School			343		1072 ± 1 i	Percent 4% 17% 33% 47% Count 14 57 112 160

6th Grade ELA:

State			35362		1053 i	Percent 25% 40% 25% 11% Count 8.9K 14K 8.7K 3.8K
District			1502		1064 i	Percent 9% 27% 34% 30% Count 138 403 507 454
School			339		1069 ± 1 i	Percent 6% 18% 32% 44% Count 19 62 108 150

6th Grade Math:

State			35376		1055 	 Percent 28% 32% 26% 14% Count 9.9K 11.4K 9.1K 4.9K
District			1502		1066 	 Percent 11% 22% 32% 35% Count 162 333 477 530
School			339		1072 ± 1 	 Percent 6% 13% 33% 48% Count 21 44 112 162

6th Grade Science:

State			35377		1055 	 Percent 27% 37% 22% 15% Count 9.4K 13K 7.8K 5.2K
District			1502		1067 	 Percent 10% 23% 28% 38% Count 155 348 427 572
School			339		1073 ± 1 	 Percent 4% 17% 29% 50% Count 14 57 97 171

COMPREHENSIVE NEEDS ASSESSMENT:

The administrative team at BFMS has conducted a comprehensive review of the Spring 2024 ATLAS assessment data, in conjunction with a longitudinal analysis of results from the previous two years. This analysis has provided clear insight into current performance levels across content areas, highlighted areas of strength, and identified key opportunities for targeted improvement.

Current Performance Overview – Spring 2024 ATLAS

English Language Arts - ELA:

- 5th Grade: 78% proficiency
- 6th Grade: 75% proficiency

Mathematics:

- 5th Grade: 80% proficiency
- 6th Grade: 81% proficiency

Science:

- 5th & 6th Grades: 79% proficiency

In collaboration with our literacy coach and instructional specialist, we have identified and committed to the following evidence-based actions to improve instructional rigor and student outcomes:

- **Professional Development on Instructional Rigor:** Implement ongoing professional learning focused on purposeful engagement strategies to ensure all students are actively participating in high-level learning experiences.
- **Training on Depth of Knowledge and Questioning Techniques:** Equip teachers with effective questioning strategies and a deeper understanding of cognitive rigor to elevate classroom instruction.
- **Targeted Tier III Phonics Intervention:** Provide daily, data-driven small group instruction in phonics during Personalized Learning Time (PLT) for students identified with foundational skill gaps.
- **Targeted Tier III Reading Comprehension & Fluency Support:** Deliver structured small group interventions in comprehension and fluency daily during PLT, using the same diagnostic tools to tailor support.
- **Data-Driven RTI Meetings:** Strengthen the quality and focus of RTI meetings by prioritizing actionable data analysis and aligning interventions with identified student growth needs.

STRENGTH AREAS:

- ELA proficiency increased by 5% in fifth grade and 4% in sixth grade, indicating positive growth trends.
- Fifth grade math proficiency improved by 5% from the 2024 to the 2025 assessment cycle.
- Science proficiency rose by 6% in fifth grade and 9% in sixth grade, showing strong gains across grade levels.
- Overall student performance continues to exceed the state average.
- Student cohorts demonstrate consistent year-over-year growth across ELA, Math, and Science.

DISTRICT GOAL(s):**[Bentonville Strategic Plan 2024](#)****• 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 & community.
- Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.

MISSION & VISION:**Bright Field Middle School will:**

- Vision: Lead learning through innovation, collaboration, and dedication.
- Mission: We are committed to:
 - * Working together as students, parents, and teachers to ensure all students reach their potential
 - * Challenging students to become independent, reflective learners
 - * Helping students develop an appreciation of the joy of learning through hard work and perseverance
 - * Building a community of collaborative learners

	All teachers Literacy interventionist Administrators All core teachers	Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas Core teachers TBD by administration will provide “bubble students” (students who do not qualify for Tier III instruction, but clearly have gaps in reading comprehension) small group instruction during PLT.		
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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: What needs to be done?	RESOURCES NEEDED	EVIDENCE: (How will success be measured? What will evidence of success look like?)
Every BFMS family will have access to school-wide information about upcoming events, PTO, school news, etc..... on a monthly basis	Kerry Goodwin (library media specialist)	The school produces a school wide newsletter that is distributed digitally to every household and in a hard copy when requested. This comprehensive newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization.		Monthly newsletter
BFMS families will receive weekly communication from their child's teachers regarding upcoming team events, school events, curriculum, learning topics, etc	Team leaders	Each interdisciplinary team sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects. Teachers will also share student celebrations of achievement.		Team Weekly newsletter
95% of BFMS families will meet with their child's homeroom teacher twice a year to discuss student academic progress and social	All teachers	Twice a year, we hold parent teacher conferences. Teachers are required to contact each family in their homeroom to set up a conference (preferably in person, but if that is not possible a phone conference or google conference will suffice). Parents visit with the teacher to discuss academic progress		Teacher contact spreadsheet

emotional needs (if necessary)		as well as address any questions or concerns		
BFMS has a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building. These platforms will be updated at least once a week.	Kerry Goodwin (library media specialist)	BFMS has established and will constantly monitor accounts on Facebook, Instagram, and X (formerly Twitter), in order to facilitate constant communication about the educational and extra-curricular activities at BFMS.		Social media posts
<i>Upcoming Parent Events:</i>				
August 6 - MS Open House October 23 - Parent Teacher conferences				

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). ID13 Collaborative Culture			
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?)
100% of PLCs and teams will commit to providing timely, targeted,	All Core Teachers All Flight	In depth collaboration and coordination between math and literacy teachers, SPED teachers, literacy interventionist, and Encore/Flight Time teachers created		PLC Planning documents and PLC Agendas will be reviewed Team

systematic interventions and enrichment to all students who demonstrate the need	TimeTeachers	a schedule to provide all students the targeted intervention they may need as well as true enrichment opportunities.		Schedules for RTI/Enrichment will be reviewed Administrators will be present and engaged in all PLC meetings Tier 3 Progress monitoring will be reviewed quarterly with PLCs to ensure student progress Fall, Winter, and Spring MAP testing results will be reviewed by PLCs and teams to ensure student growth across the board in math and literacy.
	All SPED teachers Literacy Interventionist Administrators			
	All Math and Literacy Teachers Administrators Literacy Interventionist	All math and literacy teachers will conduct in depth data analysis in PLCs of last year's data (to provide guidance in areas of instructional growth areas) and will analyze diagnostic and progress monitoring data to ensure intervention (and Tier I instruction) efforts are successful		
	All Teachers Administrators Coaches	Teacher Leaders and Academic Coaches provided professional development in August, 2022 on effective and rigorous engagement strategies resulting in more intentional Tier I classroom instruction and teachers visiting teachers to observe engagement strategies happening in classrooms.		
	Administrators Academic Coaches Teachers	Coaching cycles will be required for new teachers and teachers who need support		

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

- All BFMS teachers have been through the required RISE training.
- Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms.
- Small groups in reading will be provided through Personalized Learning Time (PLT) and during PE every day. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels. This remediation will be provided by our literacy interventionist and 2 of our social studies teachers who have been trained in SPIRE.
- Every student will have access to IXL with special focus provided to those students who have shown weaknesses in reading using the following data: ACT Aspire, ATLAS, DAZE, Dibels
- Students who show weaknesses in reading informational text, literature, and vocabulary will receive targeted small group intervention through Personalized Learning Time from literacy teachers who develop lessons to target the skills necessary. This intervention will include RISE strategies.
- Students who do not qualify for Tier III reading remediation but whose data shows have clear gaps in reading comprehension will be placed with a core teacher TBD by BFMS administration to receive small group instruction during PLT to strengthen and support their skills and to fill gaps
- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas which will focus on RISE strategies.

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

One literacy interventionist - district paid

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

Please consider allowing us to hire an additional literacy interventionist. Both 5th and 6th grade reading has been an area of weakness at BFMS for several years. We have one literacy interventionist who provides phonics instruction. We have enough of a demand for phonics instruction that 2 of our social studies teachers also provide phonics instruction during PLT. Our classroom literacy teachers provide remediation and intervention in informational text, literature, and vocabulary, and our classroom teachers are implementing RISE strategies consistently in their classrooms, but reading continues to be an area of need for BFMS.

An additional literacy interventionist would significantly strengthen our capacity to deliver focused, small-group instruction and address the ongoing reading challenges faced by our students.

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