

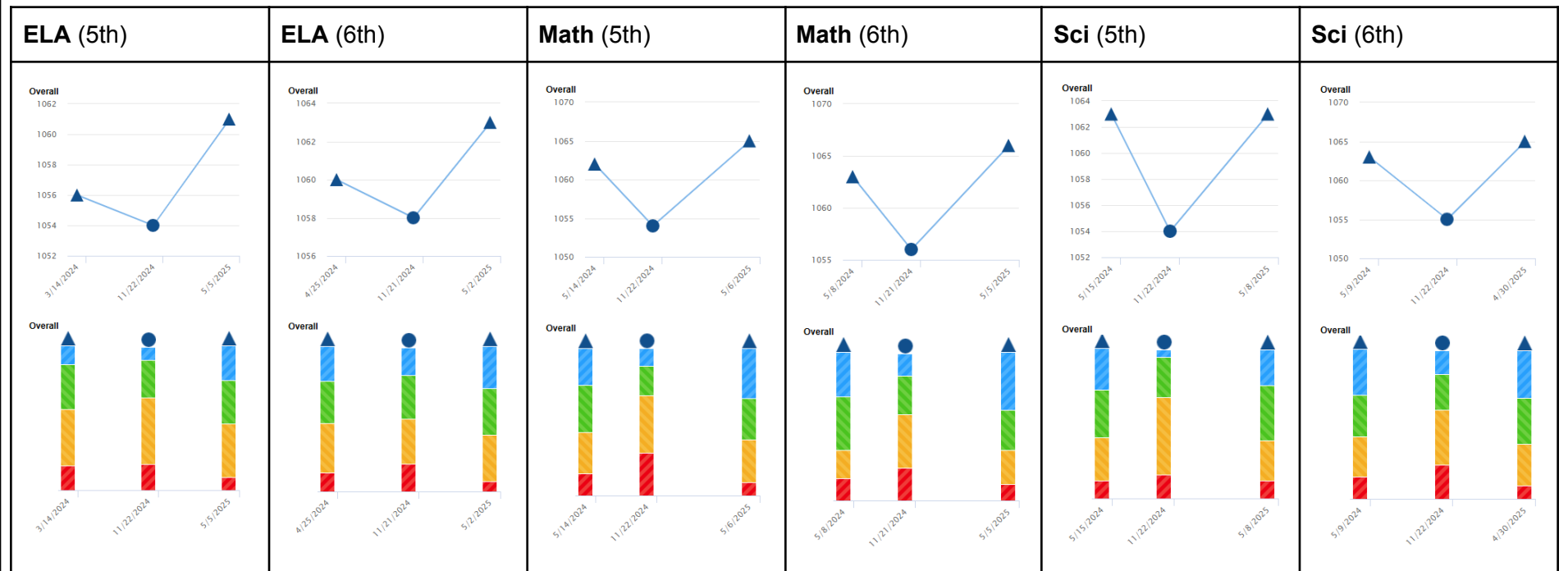


Ardis Ann Middle School
2025-2026
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

ATLAS

Cohort growth from Spring 2024 to Spring 2025



The data above shows each cohort’s growth in average ATLAS scores and proficiency levels over the course of one year, beginning with the Spring 2024 exams, then November interim assessments, and finally Spring 2025 exams.

The tables below show a comparison between the percentage of students in 5th and 6th grade who achieved proficiency, at our school and in the district as a whole, on ATLAS assessments in Spring 2025 versus Spring 2024.

Proficiency comparisons between Spring 2024 and Spring 2025

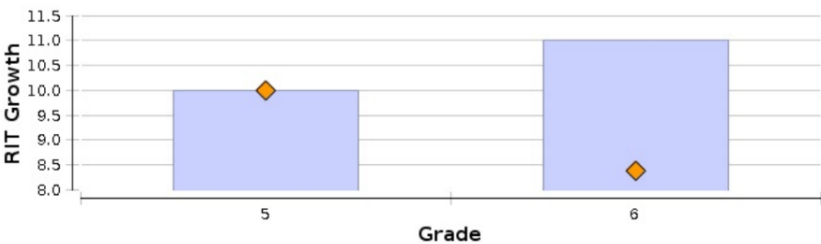
	5th Grade								
	MATH % Proficient			ELA			SCIENCE		
	2025	2024	% Change	2025	2024	% Change	2025	2024	% Change
District	64	65	-1	58	59	-1	62	59	+3
AAMS	62	60	+2	55	55	0	61	57	+4

	6th Grade								
	MATH			ELA			SCIENCE		
	2025	2024	% Change	2025	2024	% Change	2025	2024	% Change
District	67	69	-2	64	59	+5	67	60	+7
AAMS	66	69	-3	62	60	+2	62	58	+4

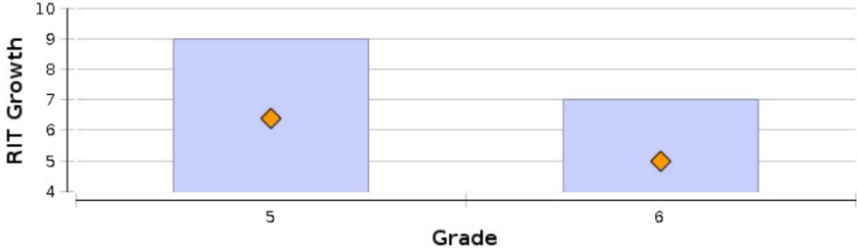
NWEA: MAP Growth

Fall 2024-Spring 2025 Student Growth Summary

Math



Reading



COMPREHENSIVE NEEDS ASSESSMENT:

Our team analyzed these assessment results from the 2024-2025 school year, focusing on both growth and achievement of all students and subpopulations. Additionally, we reviewed attendance and disciplinary data as potential factors. Based on trends observed, we identified priority areas and SMART goals in order to best meet the needs of our students.

Priority areas:

1. ELA achievement in Grade 5
2. Science growth in Grade 5
3. Special Ed. achievement

We will select HQIM for interventions and use funds that put us in the best position to address the needs of struggling learners. We adjusted our master schedule to create daily opportunities for increased academic intervention and enrichment and we will refine PLC processes in order to emphasize assessment data analysis and action planning.

Core school goals for the 2025-2026 school year:

1. Refine our assessment system to monitor student growth more easily.
2. Implement small-group instructional strategies regularly.
3. Enhance systems related to student behavior.
4. Achieve a 94.5% attendance rate.

STRENGTH AREAS:

ATLAS

- 10% growth in ELA proficiency for the Gr. 5 cohort from 23-24 to 24-25
- 8% growth in ELA proficiency for the Gr. 6 cohort from 23-24 to 24-25
- 5% growth in Math proficiency for the Gr. 5 cohort from 23-24 to 24-25
- 66% of Gr. 6 students achieved proficiency in Math in Spring 2025

NWEA: MAP Growth

- School conditional growth percentile of 67 in Gr. 6 Math, Fall 24-Spring 25
- School conditional growth percentile of 87 in Gr. 5 Reading, Fall 24-Spring 25
- School conditional growth percentile of 92 in Gr. 6 Reading, Fall 24-Spring 25
- Met or exceeded projected growth in both grades and subjects, Fall 24-Spring 25

GROWTH AREAS:

ATLAS

- 54% of Gr. 5 students achieved proficiency in ELA in Spring 2025
- 1% growth in Science proficiency for the Gr. 5 cohort from 23-24 to 24-25
- 4% growth in Science proficiency for the Gr. 6 cohort from 23-24 to 24-25

NWEA: MAP Growth

- School conditional growth percentile of 42 in Gr. 5 Math, Fall 24-Spring 25
- Lower Gr. 5 Math average achievement percentile in Spring 25 than in Fall 24

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:

Vision

Building a legacy of kindness and community

Mission

The Ardis Ann Middle School family grows and learns together. We value critical thinking, creativity, service, and perseverance, and we hold each other up along the way. We work to make our school a home away from home.

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	RESOURCES NEEDED	EVIDENCE
All PLCs will maintain a system to record, report, and collaboratively analyze the results of common formative assessments.	PLC facilitators	Administrators will develop an online platform for data collection. PLCs will dedicate multiple meetings each month to data analysis. The Leadership Team will periodically review progress.	Google Workspace HQIM to support development of CFAs	CFA data sheets PLC notes shared with administrators Leadership Team running agenda/minutes
Literacy and Math interventionists will meet regularly with Literacy and Math teachers to study assessment data and determine which students need extra support.	Allison Wike Candice Bancroft	Interventionists will meet with Literacy and Math teachers to discuss ATLAS scores and assessment screeners. Those in need of support will be assigned either Tier II or Tier III services, or both. Interventionists will meet with teachers at regular RTI meetings throughout the year.	Tier II intervention resources Time for RTI meetings in master schedule RTI Scheduler software	Students scoring below proficiency will have a plan for targeted intervention. RTI meeting notes
By the end of the year, ELA proficiency will grow on each grade level and in each cohort, according to ATLAS ELA Summatives.	Literacy PLC members	We will refine our processes of CFA data analysis and action planning during PLC meetings in order to track student progress and readily identify gaps.	Google Workspace HQIM to support development of CFAs	CFA data sheets PLC notes ATLAS Interim results
A Behavior RTI team will meet weekly to monitor the behavior needs of students who have been referred by	Reid Pierce Kaylee Tabor Amy Rengers Kevin McAuliffe	Maintain our system in which we collect information from teachers that will inform student behavior support plans. This information	Weekly BRTI Team meeting time/space Tools to collect	BRTI Team meeting notes Tier II/III behavior plans

teachers and develop and monitor their individualized behavior plans.		will be reviewed by the Behavior RTI team. Student behavior plans will be reviewed weekly and updated as needed.	behavior data Funds to support PBIS incentives	
We aim to reach a 94.5% school-wide attendance rate for 2025-2026.	Kevin McAuliffe Amy Rengers	Daily, the principal will announce classes with perfect attendance. Homeroom teachers will post a chart outside the classroom that tracks attendance. Students will set attendance goals.	eSchool/Cognos tools to track student attendance	Monthly attendance reports and action plans in response
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	RESOURCES NEEDED	EVIDENCE
We will communicate with all families weekly.	Leadership Team	Team Leads will send weekly newsletters to families about events and curriculum. Counselors will share a monthly parent newsletter. The principal will send a monthly letter to families and host monthly Coffee & Conversation sessions.	Input from all teachers on an interdisciplinary team communicated to the Team Lead SchoolStatus Connect software	Team Leads will share monthly newsletters with the principal as well. The school calendar will include Coffee & Conversation dates and times.
An additional 10% of parents/caregivers will complete the annual Parent & Family Engagement Survey.	Amy Rengers Jarin Olvera	Staff will promote the Winter Parent & Family Engagement Survey. The principal will also administer a similar school-based survey. Administrators will enforce the steps outlined in Ardis Ann's School Engagement Plan .	School-based and district engagement surveys	Survey results and completion rate

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 STEPS	RESOURCES NEEDED	EVIDENCE
100% of core content teams (PLCs) will have a dedicated block of time to meet weekly.	Kevin McAuliffe	The master schedule ensures a 60-minute common meeting time for all core content teams (PLCs).	Meeting space; resources for effective PLC facilitation; common format for PLC meeting notes	PLCs will meet at least once per week and they will document meeting notes in a shared online space.

Literacy Plan: Bentonville Schools Literacy Plan 2025-2026
Master Literacy Plan: Academic RTI Documents
We administer Literacy screeners in August in order to identify those in need of Tier III support from the start. These students work regularly with interventionists outside of the Literacy block. Teachers regularly analyze student assessment data in order to identify those in need of Tier II support and the specific skills to review. Teachers have 40 minutes of intervention time, 5 days per week, to provide Tier II support of this kind, as well as an additional 30 minutes each morning when additional skills can be reviewed. They use classroom assessments and ATLAS data to determine student groups. Teachers are trained in R.I.S.E. strategies and school leaders conduct walk-throughs and observations that link R.I.S.E. strategies with the components of the TESS Classroom Teacher Rubric. PLCs also incorporate R.I.S.E. strategies into their collaborative action planning in response to student assessment data. Professional development in Literacy is ongoing and embedded in our teaming structures. School leaders team with Instructional Specialists and PLCs weekly to plan, analyze student work, and make adjustments accordingly. PLCs work toward a shared PGP goal tied to the TESS Classroom Teacher Rubric. Teachers administer various types of assessments in order to gain the best understanding of a student's areas for growth in Literacy. These assessments range from common formative assessments to quarterly summative assessments, classroom checks for understanding like exit slips, and more formalized assessments like ATLAS Interims and Summatives.

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Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
We have utilized Title I funding to hire a certified teacher to provide Tier III Math intervention to students in need, as determined by ATLAS results, classroom-based assessment data, and teacher feedback.

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

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