



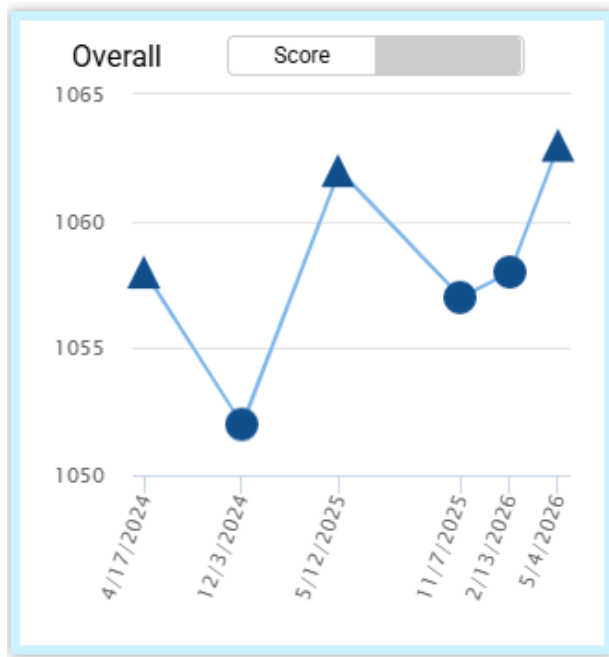
Ardis Ann Middle School
2026-2027
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

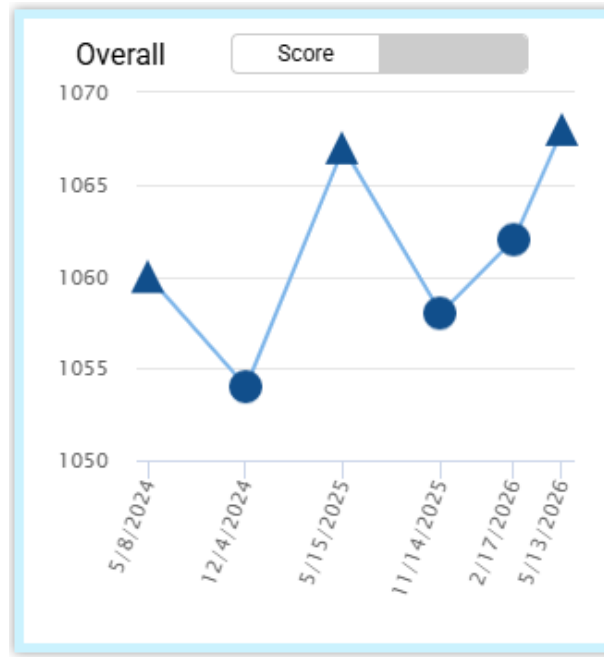
ATLAS

Cohort growth over time

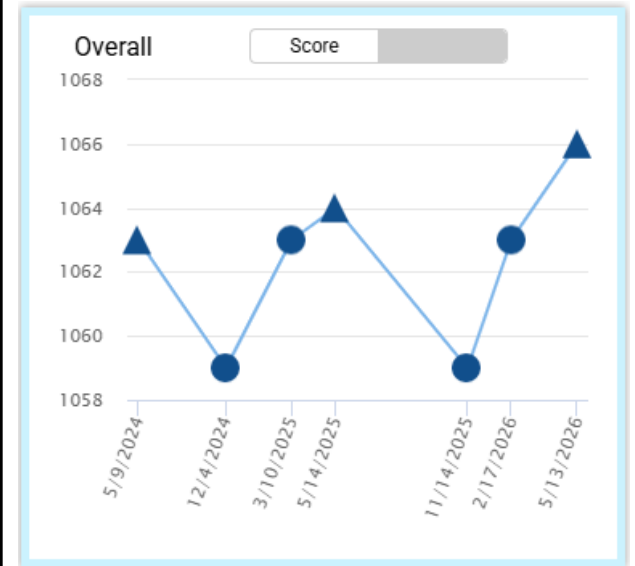
5th ELA

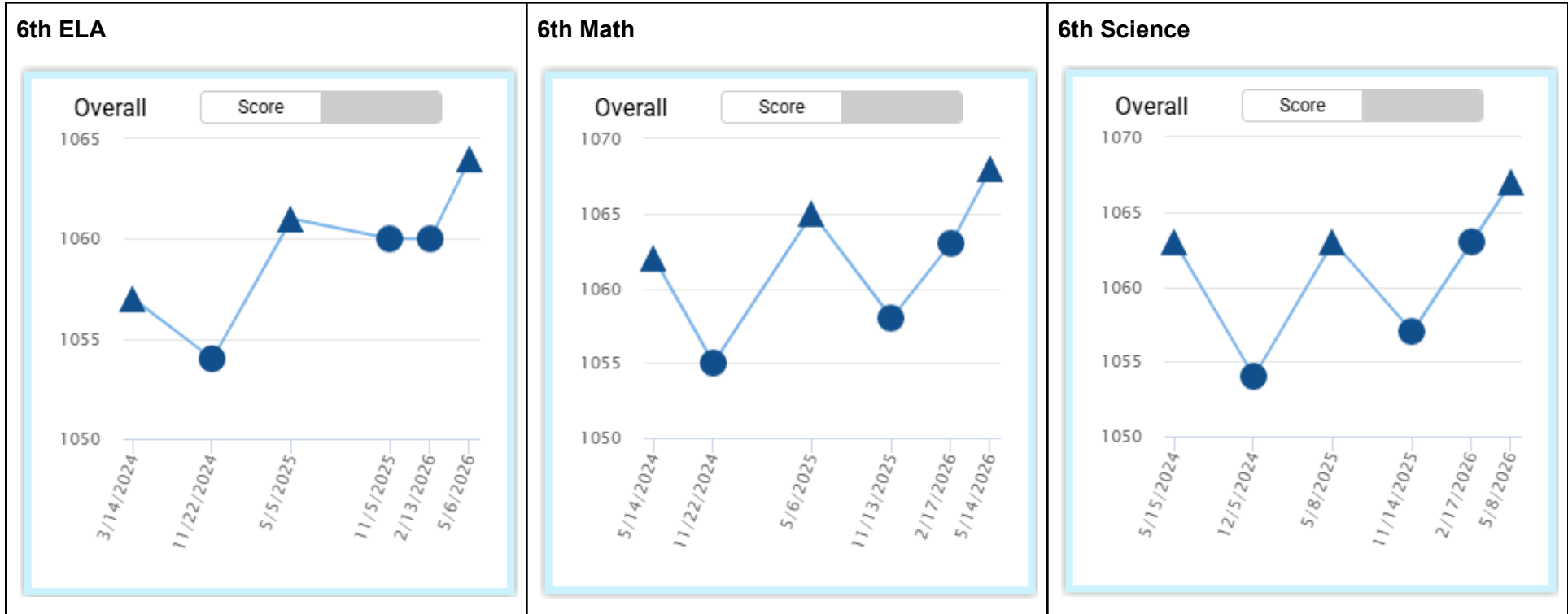


5th Math



5th Science





5th Grade Literacy Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
Download ATLAS Grade 5 ELA Summative Up Arrow		2025-2026 - ATLAS Summative	278	1062 ± 1	Percent Count 9% 32% 32% 27% 26 89 89 74
State	ATLAS Grade 5 ELA Summative	2025-2026 - ATLAS Summative	34615	1055	Percent Count 22% 37% 26% 15% 7.5K 13K 9.1K 5.1K
District	ATLAS Grade 5 ELA Summative	2025-2026 - ATLAS Summative	1446	1064	Percent Count 8% 29% 31% 32% 116 414 451 465

5th Grade Math Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
↓ ATLAS Grade 5 Math Summative ↑		2025-2026 - ATLAS Summative	280	1068 ± 1	Percent Count 10% 22% 26% 42% 27 62 74 117
State	ATLAS Grade 5 Math Summative	2025-2026 - ATLAS Summative	34835	1057	Percent Count 26% 29% 26% 19% 9K 10.2K 9.1K 6.5K
District	ATLAS Grade 5 Math Summative	2025-2026 - ATLAS Summative	1458	1069	Percent Count 8% 18% 28% 46% 122 260 409 667

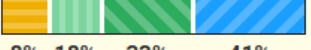
5th Grade Science Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
↓ ATLAS Grade 5 Science Summative ↑		2025-2026 - ATLAS Summative	280	1066 ± 1	Percent Count13%3724%6727%7536%101
State	ATLAS Grade 5 Science Summative	2025-2026 - ATLAS Summative	34765	1058	Percent Count24%8.2K33%11.3K24%8.5K19%6.7K
District	ATLAS Grade 5 Science Summative	2025-2026 - ATLAS Summative	1458	1069	Percent Count9%13021%30030%43141%597

6th Grade Literacy Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
State	  ATLAS Grade 6 ELA Summative  	2025-2026 - ATLAS Summative	295	1064 ± 1 	 Percent Count: 8% (23), 27% (79), 36% (106), 29% (87) 
	ATLAS Grade 6 ELA Summative	2025-2026 - ATLAS Summative	35028	1055 	 Percent Count: 22% (7.7K), 37% (13K), 27% (9.5K), 14% (4.8K) 
	ATLAS Grade 6 ELA Summative	2025-2026 - ATLAS Summative	1534	1066 	 Percent Count: 7% (106), 25% (381), 33% (503), 35% (544) 

6th Grade Math Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
State	  ATLAS Grade 6 Math Summative  	2025-2026 - ATLAS Summative	295	1068 ± 1 	 Percent Count: 8% (24), 19% (57), 38% (112), 35% (102) 
	ATLAS Grade 6 Math Summative	2025-2026 - ATLAS Summative	35101	1057 	 Percent Count: 24% (8.4K), 31% (10.9K), 28% (10K), 17% (5.8K) 
	ATLAS Grade 6 Math Summative	2025-2026 - ATLAS Summative	1536	1069 	 Percent Count: 8% (121), 18% (281), 33% (510), 41% (624) 

6th Grade Science Spring 2026 Achievement Levels

Assessment Name		Test Reason	Student Count	Average Score	Performance Distribution
  ATLAS Grade 6 Science Summative 		2025-2026 - ATLAS Summative	295	1067 ± 1 	 Percent Count: 7% (22), 28% (82), 30% (88), 35% (103)
		State: ATLAS Grade 6 Science Summative	35018	1057 	 Percent Count: 23% (8K), 35% (12.1K), 24% (8.4K), 19% (6.5K)
		District: ATLAS Grade 6 Science Summative	1537	1070 	 Percent Count: 7% (109), 22% (335), 27% (416), 44% (677)

COMPREHENSIVE NEEDS ASSESSMENT:

Our team analyzed 2025-2026 ATLAS growth and achievement data, focusing on all students and subgroups. We also reviewed attendance and disciplinary data as potential factors. In response, we identified priority areas and SMART goals for improvement.

Priority areas:

1. Grade 5 ELA achievement and growth
2. Grade 5 Science achievement
3. Grade 6 ELA achievement

In the PLCs that support these priority areas, there are opportunities to refine PLC practices and ultimately improve student achievement and growth over time. In 2026-2027, we will administer two district-created CFAs each quarter, and then model additional PLC-created CFAs on these. Additionally, we will enhance progress monitoring practices for weekly PLC meetings and regular RTI meetings.

We will continue to use HQIM for all core instruction and interventions, and we will align budget spending and supplemental funding with our goal of high achievement and high growth for all students. We will continue to maximize instructional time in our master schedule and set daily opportunities for students to receive academic intervention and enrichment in smaller groups. We will also continue to promote attendance, as we have found a direct correlation between chronic absenteeism and lower performance and progress, which is consistent with national trends.

STRENGTH AREAS:

- Proficiency increases from Fall 2025 Interim to Winter 2026 Interim to Spring 2026 Summative
- 7-point increase in Science average scale score from Fall 2025 Interim to Spring 2026 Summative for Gr. 5 cohort
- 3% increase in ELA proficiency from Spring 2025 to Spring 2026 for Gr. 6 cohort
- 12% increase in Math proficiency from Spring 2025 to Spring 2026 for Gr. 6 cohort
- 3% increase in Science proficiency from Spring 2025 to Spring 2026 for Gr. 6 cohort
- Top 5% statewide in Overall Growth and ELA Growth in Spring 2025

GROWTH AREAS:

- 1% increase in ELA proficiency from Spring 2025 to Spring 2026 for Gr. 5 cohort
- 1-point increase in ELA average scale score from Spring 2025 to Spring 2026 for Gr. 5 cohort
- 3% decrease in Math proficiency from Spring 2025 to Spring 2026 for Gr. 5 cohort
- 1-point increase in Math average scale score from Spring 2025 to Spring 2026 for Gr. 5 cohort
- Gr. 5 cohort 3 points below district average scale score in Science, Spring 2026
- Gr. 6 cohort 2 points below district average scale score in ELA, Spring 2026

DISTRICT GOAL(s):

Bentonville Strategic Plan 2025

- 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:

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.

IIID01 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
Literacy interventionists will meet regularly with teachers to study assessment data and determine which students need extra support.	Allison Wike Candice Bancroft	Interventionists will meet with Literacy 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
All core teachers will teach station rotation lessons in which they differentiate instruction and provide new ways for students to engage with new content.	Core teachers	We will continue the work we began in 2025-2026 with our book study of Catlin Tucker's <i>The Station Rotation Model & UDL</i> . Teachers will regularly engage in relevant PD.	Copies of Tucker's <i>The Station Rotation Model & UDL</i> Time for PLCs to plan station lessons together	Notes from walk-throughs PLC meeting notes Exemplar lesson slides to support PLCs

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 teachers and develop and monitor their individualized behavior plans.	Reid Pierce Kaylee Tabor Amy Rengers Chris Cochran	Maintain our system in which we collect information from teachers that will inform student behavior support plans. This information will be reviewed by the Behavior RTI team. Student behavior plans will be reviewed weekly and updated as needed.	Weekly BRTI Team meeting time/space Tools to collect behavior data Budgeted funds to support PBIS incentives	BRTI Team meeting notes Tier II/III behavior plans
We aim to reach a 94.5% school-wide attendance rate for 2026-2027.	Chris Cochran 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
FE06 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	Leadership Team	Team Leads will send	Input from all teachers on	Team Leads will share monthly

with all families weekly.		weekly newsletters to families about events and curriculum. Counselors will share a monthly parent newsletter, as will the principal.	an interdisciplinary team communicated to the Team Lead SchoolStatus Connect software	newsletters with the principal as well.
An additional 10% of parents/caregivers will complete the annual Parent & Family Engagement Survey.	Amy Rengers Jarín Olvera	Staff will promote the district's 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
ID13 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	RESOURCES NEEDED	EVIDENCE
100% of core content teams (PLCs) will have a dedicated block of time to meet weekly.	Chris Cochran	The master schedule ensures a 60-minute common meeting time for all core content 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

[Academic RTI Documents](#)

We administer Literacy screeners in August in order to identify those in need of Tier III support. These students meet regularly with interventionists outside of the daily Literacy core instructional period.

Teachers regularly analyze student assessment data in order to identify those in need of Tier II support and their specific gap areas. Students have access to daily Tier II and/or Tier III interventions; their schedule includes a 30-minute intervention period each morning and an additional 40-minute intervention period four days per week. Teachers adjust Tier II groups every 4-5 weeks based on ongoing CFA data and ATLAS results.

Teachers are trained in R.I.S.E. strategies. When school leaders provide feedback after walk-throughs and observations, they regularly refer to R.I.S.E. strategies that are linked with 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 results.

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 also work toward a shared PGP goal tied to the TESS Classroom Teacher Rubric.

We incorporate literacy education into all subject areas. We teach reading and writing skills in Social Studies especially. And, in addition to online reading practice through IXL, we set the expectation that students will read independently for 20 minutes daily.

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

We use Title III funds to support English Language Learners. Our ESL teacher supports English Language Learners in the classroom and in small groups. We also use ESA funding to maintain a second Literacy Interventionist on staff who provides Tier III intervention for struggling readers.

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) N/A

- [Slides](#) from Title I Math Academy Family Night & Title I meeting on April 7, 2026
-  Title 1 Math Academy Family Night Handout