



Apple Glen Elementary 2026-2027

Building-Level Reflections and Strategic Plan

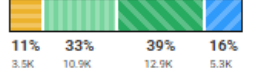
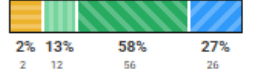
Kindergarten ATLAS Summative Literacy Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	Average Alphabet Knowledge Upper Case Letters Correct	Average Alphabet Knowledge Lower Case Letters Correct	Average Sound/Symbol Recognition Letters Correct
State			31961		1062	 Percent Count: 11% 23% 39% 27% Count: 3.6K 7.3K 12.5K 8.6K	66%	23/26	21/26	19/25
District			1422		1068	 Percent Count: 5% 13% 32% 50% Count: 69 178 460 715	83%	23/26	22/26	20/25
School			91		1064 ± 1	 Percent Count: 7% 12% 48% 33% Count: 6 11 44 30	81%	23/26	20/26	16/25

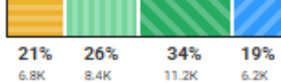
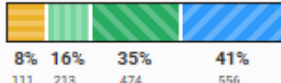
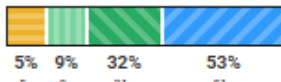
Kindergarten ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			31965		1063	 Percent Count: 17% 25% 32% 25% Count: 5.5K 8K 10.3K 8.1K	58%
District			1424		1073 ± 1	 Percent Count: 7% 15% 30% 47% Count: 99 219 431 675	78%
School			90		1069 ± 2	 Percent Count: 3% 21% 40% 36% Count: 3 19 36 32	76%

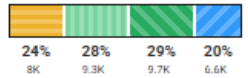
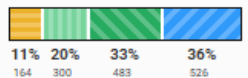
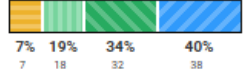
First Grade ATLAS Summative Literacy Scores 2025-2026

		LE	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	Average Oral Reading Fluency Accuracy	Average Oral Reading Fluency Rate
State			32610		1059 <i>i</i>	 Percent Count 11% 33% 39% 16% 3.5K 10.9K 12.9K 5.3K	56%	69%	45
District			1352		1066 <i>i</i>	 Percent Count 5% 18% 46% 32% 62 241 620 429	78%	82%	64
School			96		1067 ± 1 <i>i</i>	 Percent Count 2% 13% 58% 27% 2 12 56 26	85%	86%	67

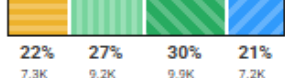
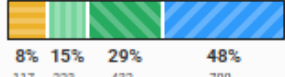
First Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			32628		1060 <i>i</i>	 Percent Count 21% 26% 34% 19% 6.8K 8.4K 11.2K 6.2K	53%
District			1354		1070 <i>i</i>	 Percent Count 8% 16% 35% 41% 111 213 474 556	76%
School			96		1074 ± 2 <i>i</i>	 Percent Count 5% 9% 32% 53% 5 9 31 51	85%

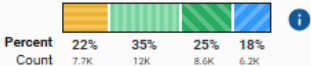
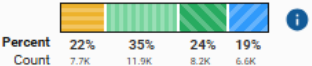
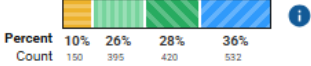
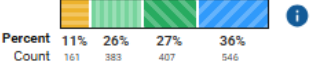
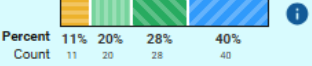
Second Grade ATLAS Summative Literacy Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	Average Oral Reading Fluency Accuracy	Average Oral Reading Fluency Rate
State			33612		1056 	 Percent Count: 24% 8K, 28% 9.3K, 29% 9.7K, 20% 6.6K	49%	76%	64
District			1473		1065 	 Percent Count: 11% 164, 20% 300, 33% 483, 36% 526	68%	86%	85
School			95		1067 ± 1 	 Percent Count: 7% 7, 19% 18, 34% 32, 40% 38	74%	89%	90

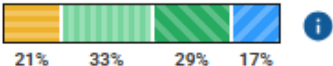
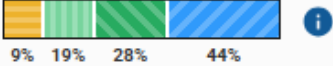
Second Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			33616		1059 	 Percent Count: 22% 7.3K, 27% 9.2K, 30% 9.9K, 21% 7.2K	51%
District			1472		1070 	 Percent Count: 8% 117, 15% 223, 29% 432, 48% 700	77%
School			95		1069 ± 1 	 Percent Count: 7% 7, 14% 13, 32% 30, 47% 45	79%

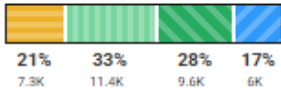
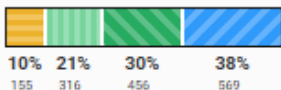
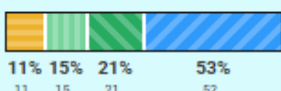
3rd Grade ATLAS Summative Literacy Scores 2025-2026

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			34472		1055 ⓘ	 Percent Count: 22% 7.7K, 35% 12K, 25% 8.6K, 18% 6.2K	43%	1055 ⓘ	 Percent Count: 22% 7.7K, 35% 11.9K, 24% 8.2K, 19% 6.6K
District			1497		1063 ⓘ	 Percent Count: 10% 150, 26% 395, 28% 420, 36% 532	64%	1064 ⓘ	 Percent Count: 11% 161, 26% 383, 27% 407, 36% 546
School			99		1065 ± 2 ⓘ	 Percent Count: 12% 12, 16% 16, 28% 28, 43% 43	72%	1065 ± 2 ⓘ	 Percent Count: 11% 11, 20% 20, 28% 28, 40% 40

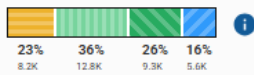
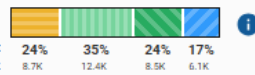
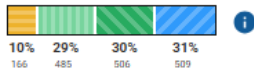
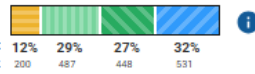
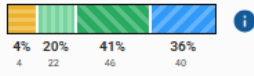
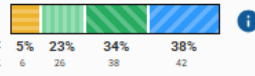
3rd Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34487		1057 ⓘ	 Percent Count: 21% 7.3K, 33% 11.5K, 29% 9.9K, 17% 5.8K	45%
District			1497		1068 ⓘ	 Percent Count: 9% 136, 19% 284, 28% 425, 44% 652	72%
School			99		1071 ± 2 ⓘ	 Percent Count: 6% 6, 13% 13, 28% 28, 53% 52	81%

3rd Grade ATLAS Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34375		1059	 Percent Count 21% 33% 28% 17% 7.3K 11.4K 9.6K 6K	45%
District			1496		1069	 Percent Count 10% 21% 30% 38% 155 316 456 569	69%
School			99		1072 ± 2	 Percent Count 11% 15% 21% 53% 11 15 21 52	74%

4th Grade ATLAS Summative Literacy Scores 2025-2026

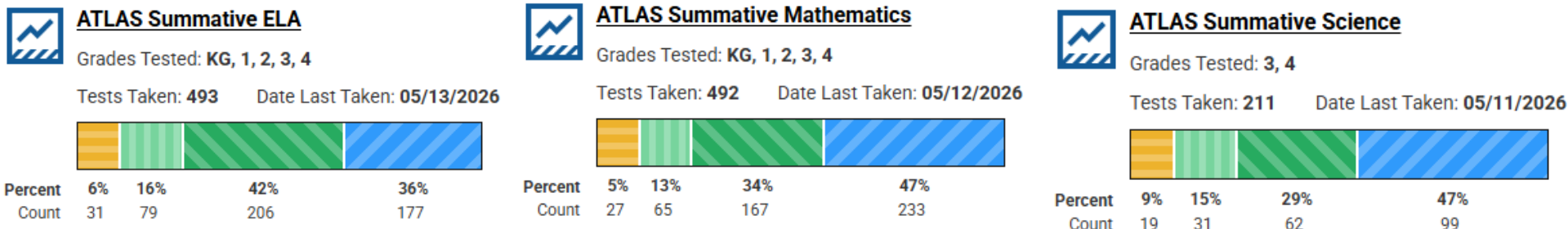
			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35741		1056	 Percent Count 23% 36% 26% 16% 8.2K 12.8K 9.3K 5.6K	41%	1055	 Percent Count 24% 35% 24% 17% 8.7K 12.4K 8.5K 6.1K
District			1666		1063	 Percent Count 10% 29% 30% 31% 166 485 506 509	61%	1063	 Percent Count 12% 29% 27% 32% 200 487 448 531
School			112		1067 ± 1	 Percent Count 4% 20% 41% 36% 4 22 46 40	77%	1066 ± 1	 Percent Count 5% 23% 34% 38% 6 26 38 42

4th Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35773		1057 <i>i</i>	 Percent Count 22% 31% 28% 19% 7.8K 11.1K 10.2K 6.7K	47%
District			1666		1068 <i>i</i>	 Percent Count 7% 20% 30% 42% 122 337 500 707	72%
School			112		1072 ± 1 <i>i</i>	 Percent Count 5% 10% 38% 47% 6 11 42 53	85%

4th Grade ATLAS Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35654		1058 <i>i</i>	 Percent Count 21% 34% 27% 17% 7.6K 12.2K 9.6K 6.2K	44%
District			1666		1067 <i>i</i>	 Percent Count 9% 25% 30% 35% 155 415 507 589	66%
School			112		1071 ± 2 <i>i</i>	 Percent Count 7% 14% 37% 42% 8 16 41 47	79%



DATA SUMMARY-CURRENT REALITY

Apple Glen was the first Visible Learning school in Arkansas. We integrate Visible Learning Strategies into all subjects and content in our school. We will continue to focus on our Visible Learning work with an increased emphasis on unpacking Arkansas State Standards in an effort to develop better-aligned Learning Intentions and Success Criteria for our Amplify CKLA Knowledge lessons.

We have implemented the district-adopted curriculum materials, which ensure students participate in rigorous curriculum that are High Quality Instructional Materials.

COMPREHENSIVE NEEDS ASSESSMENT: Apple Glen Elementary is committed to the growth for all students. We will continue to focus on inclusive practices to ensure all learners are engaged in appropriate learning throughout the day that meets each individual learner's needs. We will integrate Visible Learning Strategies into daily instruction to ensure students have clarity around what they are learning and what success looks like.

We will participate in Conscious Discipline training as a staff and integrate Conscious Discipline practices into our classrooms.

Strength Areas:

- Strong foundational literacy in early grades: Kindergarten showed 81% of students in Levels 3 and 4 combined (48% Level 3, 33% Level 4), indicating strong early literacy development.
- High achievement in Grade 1 literacy: Grade 1 demonstrated particularly strong performance with 85% of students in Levels 3 and 4 combined (58% Level 3, 27% Level 4), and only 2% in Level 1.
- Strong overall proficiency in Grade 4 ELA: Grade 4 showed 77% of students in Levels 3 and 4 combined (41% Level 3, 36% Level 4).
- Solid performance in Grade 3 ELA: Grade 3 had 71% of students in Levels 3 and 4 combined (28% Level 3, 43% Level 4), with a strong proportion of students reaching the highest performance level.
- Consistent mid-to-high performance across K–4: Across all grades, the majority of students scored in Levels 3 and 4, ranging

from 67% (Grade 2) to 85% (Grade 1), showing overall strong literacy achievement trends.

Growth Areas:

- Opportunity to expand Level 4 achievement across all grades.
- Grade 2 as a targeted acceleration point: Grade 2 shows 40% of students in Level 4 and 19% in Level 2, indicating strong potential to continue accelerating students into higher performance bands through enrichment and skill reinforcement.
- Strengthening consistency across grade bands: Levels 3 and 4 combined range from 67% (Grade 2) to 85% (Grade 1), highlighting an opportunity to build more consistent high-level performance across all grades through continued instructional alignment and targeted support.

DISTRICT GOAL(s): [Bentonville Schools Strategic Plan](#)

- **GOAL 1: *ACADEMIC EXCELLENCE*** *Goal Statement: Every student will be prepared for academic and career success.*
- **GOAL 2: *REFINED COMMUNICATIONS SYSTEM*** *Goal Statement: Bentonville Schools' parents & community receive comprehensive communications and updates to better understand student performance and district decisions.*
- **GOAL 3: *SAFE, INCLUSIVE AND SUPPORTIVE CULTURE*** *Goal Statement: Every student will learn in a safe, and secure environment.*
- **GOAL 4: *RESPONSIBLE RESOURCE STEWARDSHIP*** *Goal Statement: Create paperless processes and procedures while improving access to information and data.*

MISSION & VISION: At Apple Glen Elementary, it is our mission to inspire students to learn and grow through seeking feedback, celebrating challenges, and taking ownership of their learning.

Our vision is to be a **Visible Learning School** where learning is seen through the eyes of students.

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?)
100% students already identified as a student in need of tiered support will receive targeted intervention instruction.	Adrienne Gunter Kimberly Green	1. Data folders will be reviewed to determine students already identified as in need of intervention. 2. A review of end-of-year data will be completed in order to determine the needs of all students. 3. Progress monitoring will occur and be graphed to determine areas of need for Tier 2 and Tier 3 students. 3. Students will be grouped by their teacher and receive additional small-group support within the classroom. An instructional assistant will also be assigned to support small group instruction. 4. Students will be progress monitored every 2-3 weeks to track progress. 5. Building RtI meetings will occur quarterly to monitor progress and increase/decrease tiered levels as needed		1. Small groups will be made and saved electronically to the small group folder on the Apple Glen Staff Drive.

100% of the data for students in K-4 will be analyzed, and any new students in need of Tier 2 or 3 support will be identified.	Kimberly Green	1. Data folders for all students will be reviewed to determine students already identified as in need of intervention. 2. Tier 2 behavior plans will be reviewed by the teacher and assistant principal. 3. The Building Behavior team will meet quarterly to track progress.	1. The behavior tracking tool will be uploaded to the students' electronic behavior folder. 2. Teachers will graph behavior data. 3. The behavior team will review data and adjust accordingly.
Refined Communication SMART GOAL	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. 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 Apple Glen parents will receive an update on the Visible Learning implementation at Apple Glen and their input solicited.	Adrienne Gunter	1. Parents will be notified via newsletter of our progress and immediate goals. 2. Input will be solicited from stakeholders. 3. Status updates and survey results will be shared via newsletter.	Apple Glen Grizzly Gazette Parent Survey Results
100% of Apple Glen parents will receive a "Year at a Glance" calendar	Adrienne Gunter	1. An "Apple Glen at a Glance" calendar will be shared via newsletter and posted on the Facebook page.	Apple Glen Grizzly Gazette Apple Glen at a Glance Calendar

Safe & Collaborative Culture SMART GOAL	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). <u>Collaborative Culture</u>		
	LEAD STAFF ACTION STEPS: What needs to be done?		RESOURCES NEEDED EVIDENCE (How will success be measured? What will evidence of success look like?)
All instructional teams will have a master schedule that provides for weekly collaborative planning time.	Adrienne Gunter	The leadership team will work collaboratively to create a master schedule that allows for daily collaboration time.	Master Schedule
By May 2027, students will be able to provide feedback to their teacher on the levels of understanding based on the teaching strategies employed by the teacher.	Adrienne Gunter, Kim Green	1. Classroom walk-through data 2. Student survey	Classroom Walk-through Form Student Survey

Literacy Plan -
[Bentonville Schools Literacy Plan 2026-2027](#)
[AGE Literacy Plan 2026-2027](#)

Master Literacy Plan -
[District Literacy Flowchart](#)

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Additional funding for support staff to support students in an effort to increase their growth and achievement within the classroom.

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

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

Academic Excellence -

- Continued training for all K-4 instructional staff facilitated by state and district specialists
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy (Specifically, staff who are new to the district or who received training in one grade level and have transferred to a new grade level.)

Collaborative Communities (PLCs) -

- Continued PD in CKLA and Eureka Math; effective PLCs, effective general education/special education collaboration and RTI
- Literacy and math coaches in each building to support instruction with the science of reading and math, and to be able to conduct coaching cycles through the collaborative PLC process.

Insert link to meeting agenda/minutes example:

[PLC Guiding Questions](#)