



**Bentonville West High School
2026-2027
Building-Level Reflections and Strategic Plan**

DATA SUMMARY-CURRENT REALITY

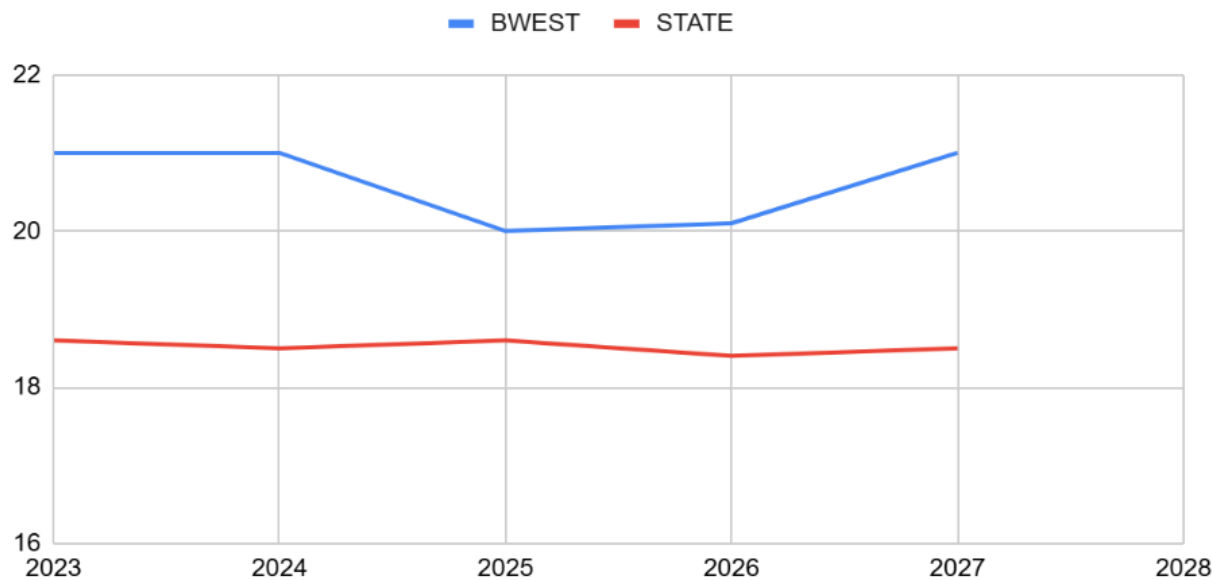
COMPREHENSIVE NEEDS ASSESSMENT:

We had a very good year for student growth, and student success. In our ACT assessments, we grew in every area. Our ATLAS scores showed growth in several areas as well. Several of our students had personal successes both academically and in extracurricular activities. To bring about this success, we focused on our bottom 25% of our students building wide, and made changes to the structure of our Leadership responsibilities to emphasize our areas that we struggled (English / Math). We assigned one administrator to focus on ACT tested areas, and one to focus on ATLAS tested areas. Through working with PLC's, PLC's creating data stories in those specific areas, and interim assessments and focused FLEX sessions, we were able to improve these areas more than we have done in previous years.

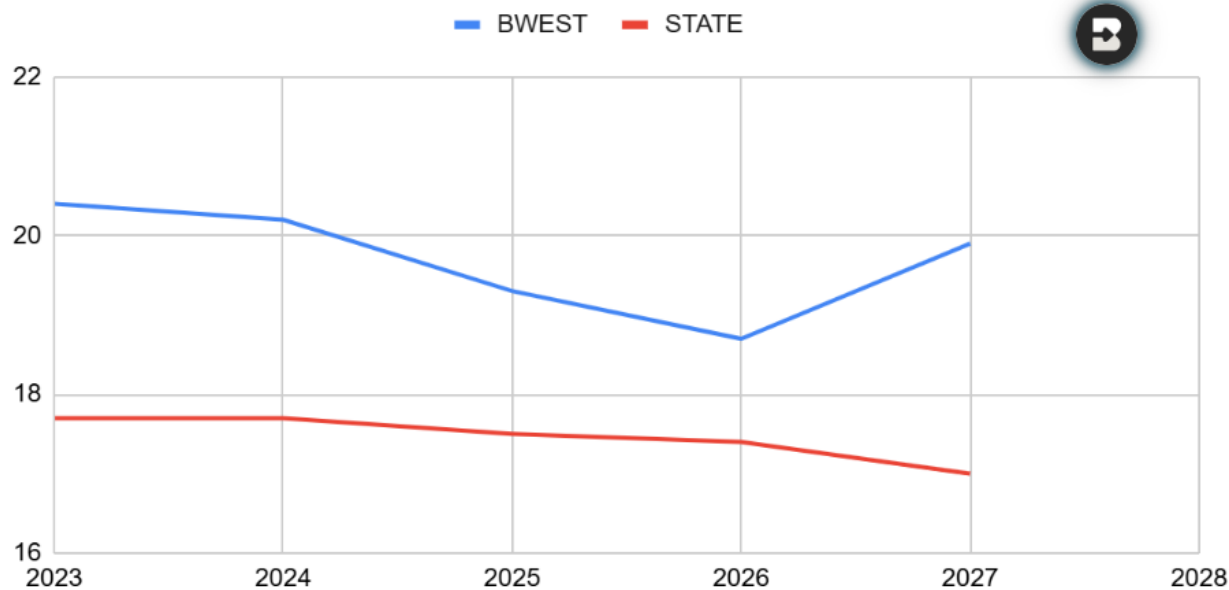
After a small dip in our scores in the past couple years, we saw an improvement in our overall Math and English assessment scores this year. Our Math and English PLC's worked directly with Mrs. Merayo and Mrs. Holmberg to make sure they were focused on the right content, and consistent with what their PLC's are doing in those efforts. This work brought a focus to those areas for both students and staff, and helped everyone to move together toward the same goal. The results can be seen below.

ACT Results

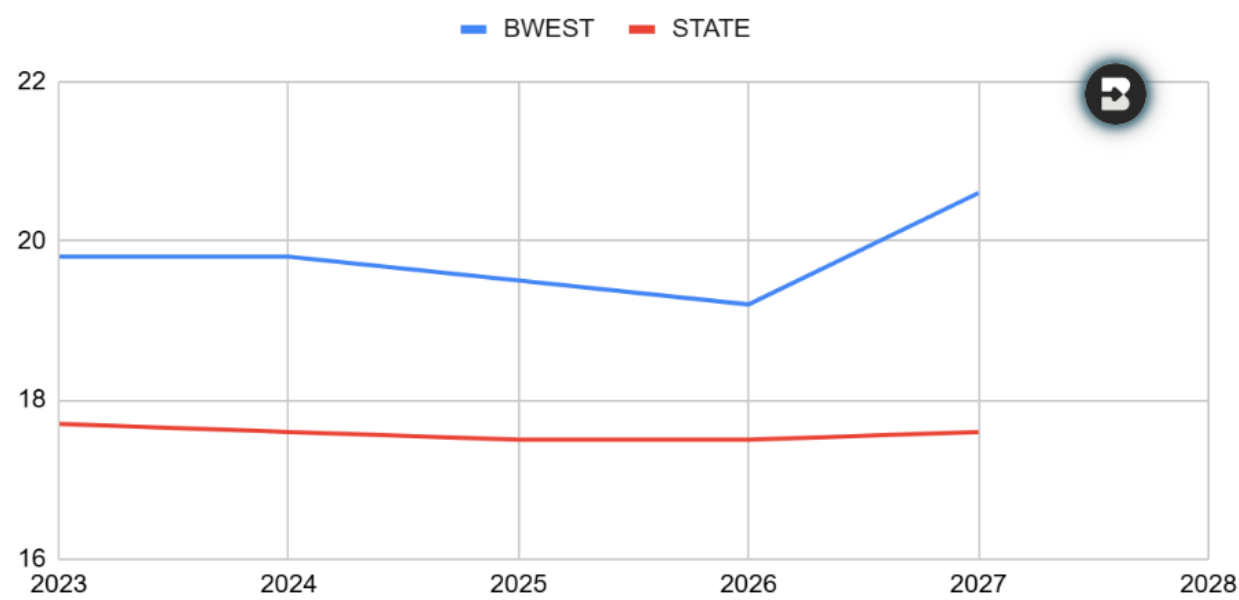
ACT Reading: BWEST v STATE



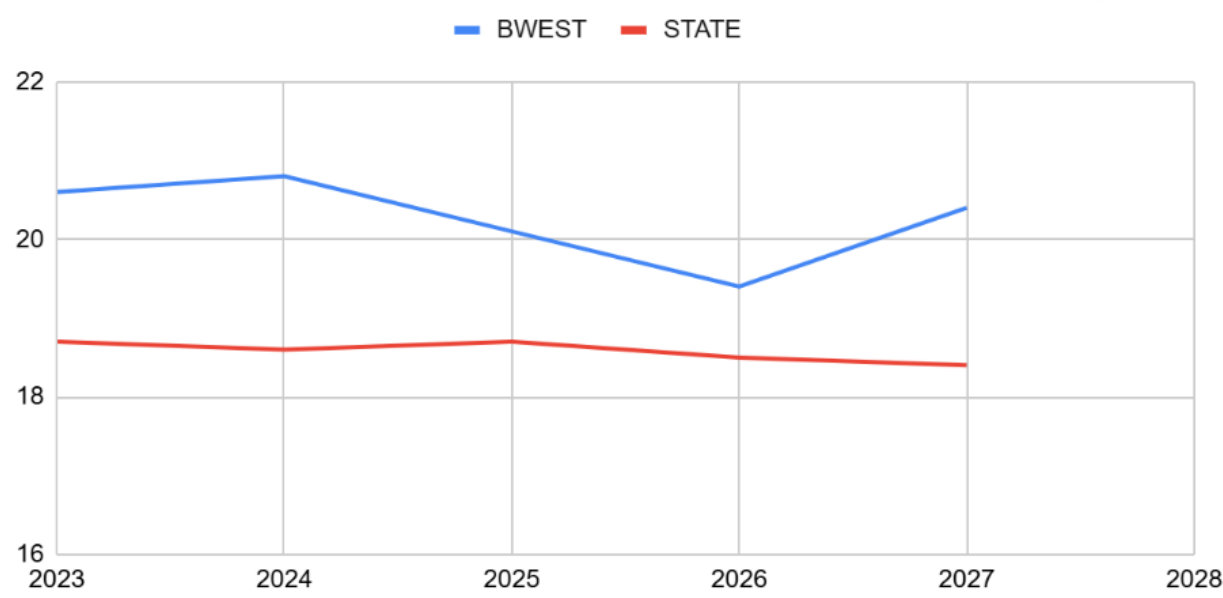
ACT English: BWEST v STATE



ACT Math: BWEST



ACT Science: BWEST



ATLAS Results

	Level 1	Level 2	Level 3	Level 4	% Proficient (3s & 4s)
ELA 9 2024	8	39	36	17	53
ELA 9 2025	13	39	30	18	48
ELA 9 2026	14	32	34	20	54

	Level 1	Level 2	Level 3	Level 4	% Proficient (3s & 4s)
ELA 10 2024	13	35	35	17	52
ELA 10 2025	12	37	32	19	51
ELA 10 2026	13	34	35	19	54

	Level 1	Level 2	Level 3	Level 4	% Proficient (3s & 4s)
ALG 2024	28	36	24	13	37
ALG 2025	23	35	27	15	42
ALG 2026	26	33	25	17	42

	Level 1	Level 2	Level 3	Level 4	% Proficient (3s & 4s)
GEO 2024	30	22	20	27	47
GEO 2025	29	23	17	32	49
GEO 2026	27	25	19	30	49

	Level 1	Level 2	Level 3	Level 4	% Proficient (3s & 4s)
BIO 2024	9	29	33	30	63
BIO 2025	11	28	30	30	60
BIO 2026	14	26	28	32	60

It is important for us to not rest on our laurels and to continue to grow in all of these areas, and to expand that same process with those same areas, and other academic disciplines in our building. Our focus will be on longevity through consistency and maintenance. Our goal is to remain at an A level score for our building, and in order to do that, we must build on what we have done. This is why continuing to focus on and enhancing our English and Math emphasis, as well as beginning this work in Science will be our goal next year, to build on the great thing that we have established 25/25/25, interim testing and CFA's tied to English, Math, and now Science.

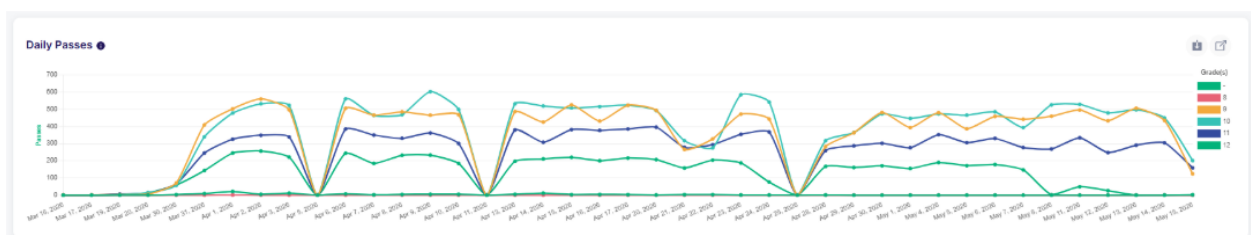
As a result of the LEARNS Act (Act 237), students have to complete a certain number of community service hours in each year (totalling 75). There was an amendment to this process as well as changes that we knew were coming to those students that were Freshman when this Act was passed. As a result, we have need to adjust how we inform, monitor, and track students to help them to keep up with their own hours. This has put a burden on students and staff members involved with the process, and has left some seniors scrambling to complete their hours prior to graduation. Our community (both in and outside of our school building) has several opportunities to complete these hours, but students are having trouble connecting to those resources. Because of this concern, we have created a committee, met several times, and will amend our plan for next year.

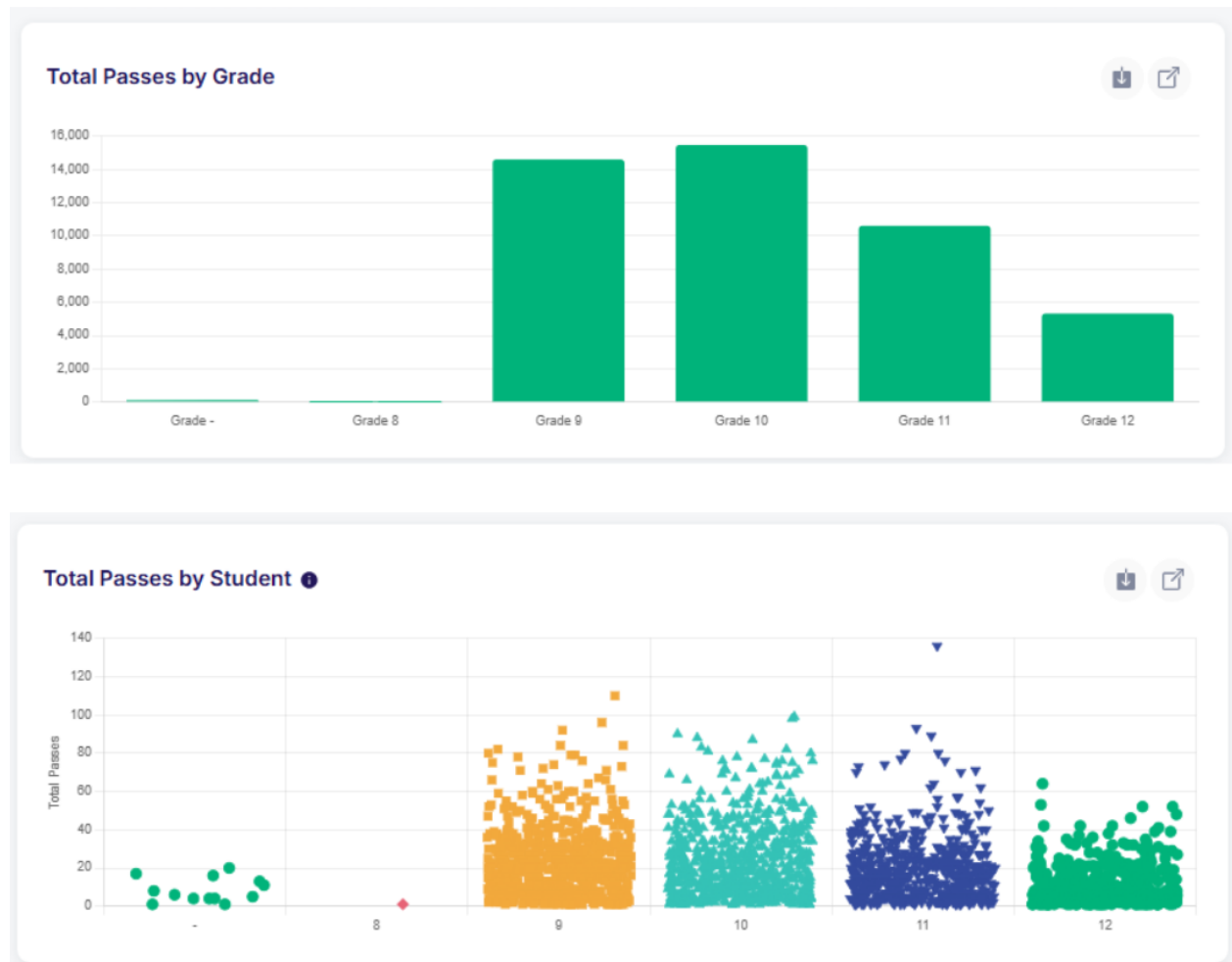
STRENGTH AREAS:

- ❖ **ATLAS:** We had tremendous success in our ATLAS assessments this year. As noted in the needs assessment, both our 9th and 10 grade students stayed the same or increased in all assessments. While we do recognize that our level 1's and 2's could use additional support, our highest students grew, which is usually the most difficult goal to achieve. Our ELA 9th grade students grew 6 points in proficiency as well as ELA 10 level 3's increasing by 3. This data showed us that our emphasis in PLC's, assigning of administration to teachers impacting specific assessments, and our work on Interim testing was all effective.

- ❖ ACT: Our ACT scores showed growth in every category. It started with the number of underclassmen that volunteered to take the test, which increased from 45 to 56. In addition, our emphasis by our Assistant Principals and teachers in FLEX sessions and classroom activities focused on the content in that assessment helped tremendously as well. We grew by at least one full point in Math, English, and Science, and almost the same (.1 short) in Reading. Our building has established a framework that both supports and enriches our students as they prepare for that assessment. Our goal next year is to expand that plan to other areas in our building (Growing our lower students in Algebra and Geometry).
- ❖ Seal of Biliteracy: One of our goals in our building is to grow teacher leadership. This year, Mrs. Maldonado took over the World Language department, and her immediate supervisor (Mr. Moyer) tasked her with increasing our Seal of Biliteracy candidates and graduates. As a result, we grew that program exponentially, increasing from 45 students to 95 students. The participation from the entire department, and supports provided by the school of time, space within the building, and leadership development are what made these amazing results possible. The indication is that we will continue to grow this next year, and in the future, as well.
- ❖ Every year we task our Deans with doing something to improve our Social or Emotional support in our building. Mrs. Neil recognized that we could potentially have an increase in negative activities and behaviors in unstructured time as a result of our new phone policy. One of the ways that she sought to combat this was by creating “table topics” for students to visit about during lunch. She created a total of 108 different sets of student interest topics and updated them frequently. This decreased the incidents that took place in our cafeteria by over half and created a more welcoming environment for students who struggle in large crowded spaces. This also gave teachers and administrators supervising lunch opportunities to connect with students.

Mrs. Mitchel partnered with Smart Pass to create a safer environment for our overall school, decrease time students were out of class in the hallways, and raised the level of student classroom engagement. This effort also saved teachers time that could be spent on students' academic needs as opposed to mostly attendance concerns. Below is some data showing the impact of this program:





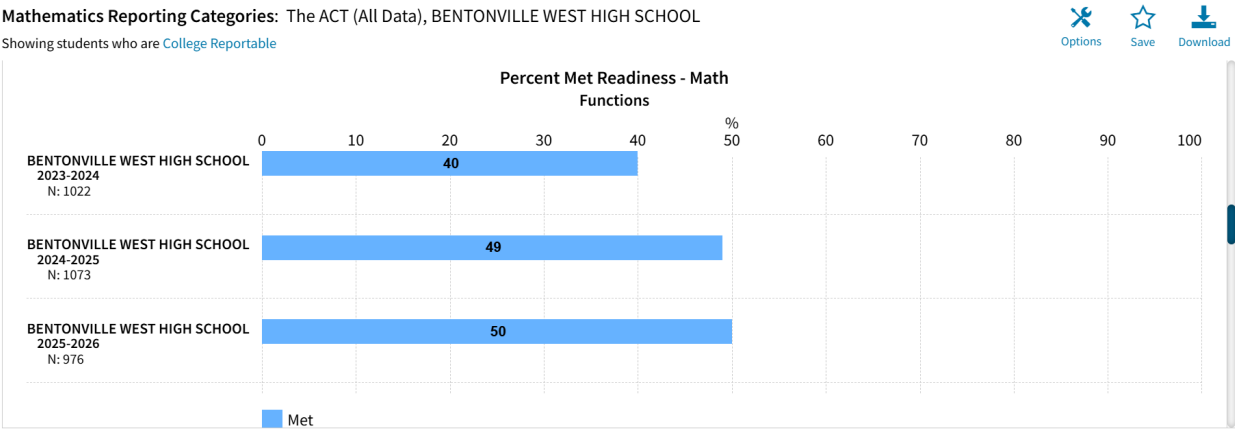
- ❖ **Student Success in CTE / Computer Science/Other:** There are several successes for our students in the area of CTE and computer Science. They highlight the opportunities afforded our students because of the work that our teachers do, our connection and collaboration with our community, and the different events and activities we engage our students in. Just to name a few;
 - We had a group of students who won Steve Womack's Congressional App Challenge, bringing this prestigious award to BWHS for the second year in a row.
 - We had a group of students who placed at the Governor's All State Coding Competition, and won scholarships for themselves, and \$4000 to support the computer science program at our school.
 - We had a group of students who were chosen to go to regionals for the Presidential AI Challenge
 - We placed at the High School Programming Competition held at the University of Arkansas for the first time in our school's history
 - We also had a student who finished in the top 40 in the nation in the 1776 Civics competition!
 - We increased our number of Nation Merit Finalists nominations by 9. We increased our number of Nation Merit Finalists by 2.

Our students consistently thrive and show the excellence in our building and district.

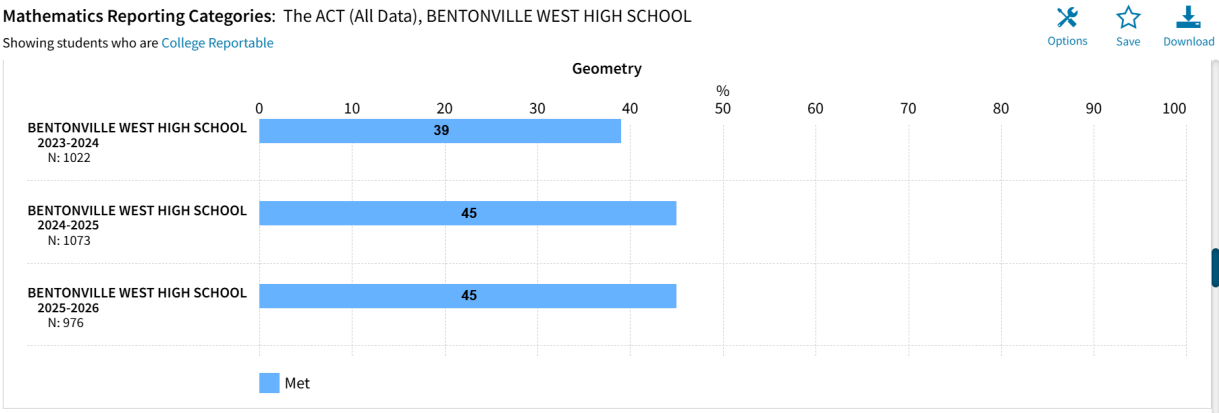
GROWTH AREAS:

Math

- ❖ While we did see improvements in our overall Math scores, when we dive a little deeper in the data, we can see potential gaps. One example is our level of students that met the standard in “Functions,” which can be directly linked to our work with our students in Algebra:

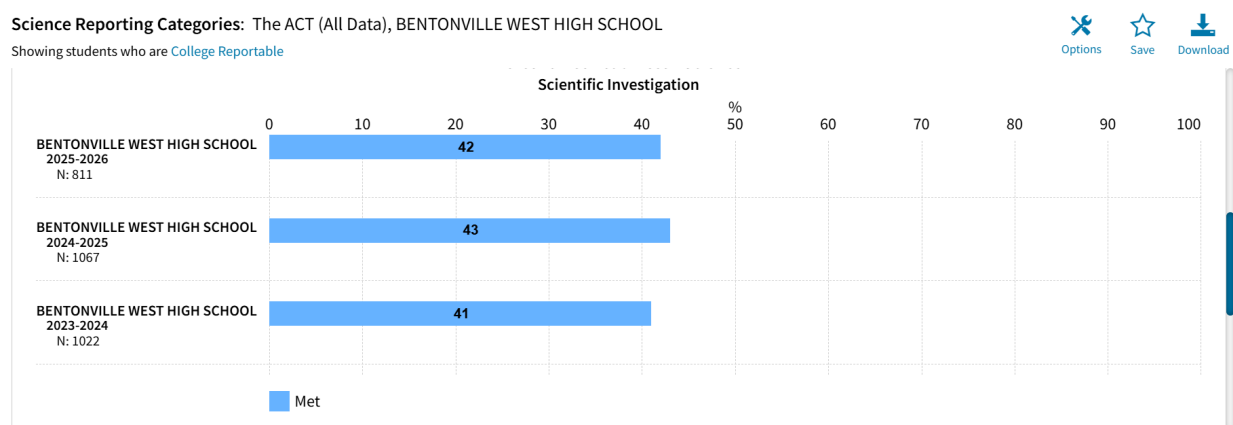


- ❖ Another area where we have room for growth is in Geometry. Our focus this year was “25/25/25,” (our lowest 25%), and the goal to raise all of those students. Next year, our leadership team wants to focus on Algebra and Geometry because of the numbers above (Algebra) and the numbers below (Geometry). We do not want to remain stagnant in Geometry:



Where we see the most impact on Geometry is on our ATLAS assessments, with decreases in proficiency for our level 1 and 4 students. In Algebra, you can see that same trend in our 1's and 3's students. This will be an emphasis for next year and a part of our plan for improvement.

- ❖ Math struggles impact other areas for students. Science data in the area of Scientific Investigation is one of those areas where we have noticed that trend. This year we dipped a bit in this area, so we feel motivated to change those results in Algebra and Geometry. In the ATLAS chart above, you can see that in Biology, our level 2 and 3 students regressed in their growth, despite the positive growth in other levels. Our focus on Geometry and Algebra next year we feel will change those results for the better. We had great success in impacting our level 4 students, and our proficient students across the board. Our emphasis next year will be on our 1's and 2's and sub-populations as they directly impact those levels.



- ❖ Our district, over the last couple of years, has put an emphasis on bringing industry experts into our building and putting them in front of students who are passionate about possible careers in these fields. Our goal this year was to have each CTE teacher bring in at least 1 guest per semester (2 total for the year). Our building was successful in that this year as we brought in over **100** guest speakers. In addition, that department took over **90** enriching trips outside of the building. We have seen the impact of this empirically through the increase in the variety of internships our students apply for and are connected to, and the background knowledge they possess that has enhanced classroom participation and learning. We want to increase this effort, and expand it to the whole building next year.

DISTRICT GOAL(s): [2026 Literacy Plan Link](#)

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

MISSION & VISION:

Bentonville West Mission: Bentonville West High School will foster a culture of innovation and engagement where all learners achieve and belong.

Bentonville West vision: Bentonville West High School will create a positive, innovative, and engaging environment where all stakeholders contribute their unique gifts for the betterment of the school, the community, and the world. Each student and staff member will be an active participant in an ever-evolving and inclusive learning atmosphere, which creates successful lifelong learners and productive citizens.

<u>ACADEMIC RESPONSE TO INTERVENTION</u>		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).		
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
We will set the building expectation of 25/25/25 again this year (), but with an emphasis on Algebra and Geometry	Dr. Jonathon Guthrie AP responsible for Math (Holmberg) Mr. Koning	Mrs. Holmberg and Mr. Koning will collaborate to create interim assessments focused on Algebra and Geometry Mrs. Holmberg and Mr. Koning will create targeted remediation sessions for students emphasizing Algebra and Geometry gaps	FLEX time Access to Assessment platforms Access to ACT ATLAS data	Student scores in specific areas on state assessments will increase.
As a building BWHS will grow overall ACT scores, with an emphasis on Math and Science (our two areas that did not show growth as significantly as others)	Principal / Assistant Principal / Teacher Leadership	All PLC's will commit to ACT growth goals through assessments, data interpretation, and remediation. Math and Science departments will schedule interim assessments and monitor progress, and make adjustments to their content based on results of these assessments.	Class time remediation FLEX time	PLC's will create data plans that show the work they are doing to grow students in these targeted areas.
<u>Communication/Engagement goal (COPY OF ENGAGEMENT PLAN)</u>		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.		
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
CSL in classes	Principal / Assistant Principal /	Each class will incorporate 3	Teacher input and participation.	All students on track with CSL hours

	Department Chair	community service learning hours per 1 credit class.	Data monitoring system (Sheets)	Better communication between students and teachers through class time support. CSL support written into Curriculum Map
Hands on Learning for CTE	Nolan Moyer Melinda Bunyard	All CTE teachers will develop, include in their curriculum, and monitor hands on learning in their classrooms. We will conduct a survey to collect data on hands on learning	Staff Professional Development support PD Time on designated PD days	CTE walkthrough form
PROFESSIONAL LEARNING COMMUNITY	All certified staff will participate in effective PLCs that focus on improving instruction.			
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
All West PLC's will enhance their use of data to inform instruction, remediation and enrichment	Principal / Assistant Principal / Department Chair's	Building leadership will create a structure and rubric for PLC's to follow Building Leadership will create a progress monitoring tool.	PLC walkthrough forms Time for Assistant Principals to progress monitor	Data gathered from progress monitoring tool Growth in all areas of academic performance
Grow Leadership capacity through PLC / Department lead rotation	Principal / Assistant Principal / Department Chair's	BWHS Leadership staff will grow overall leadership capacity in our departments by giving new opportunities to staff to Lead PLC's and Departments	Time to meet and reflect on potential changes in leadership. Training for novice leaders that need it.	New Leadership in PLC and Department Chair positions

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

Student Support Counselor - Our student support counselor, Mrs. Gouveia supports students struggling with social and emotional issues. She is available to all 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 Advocate - Mrs. Nelson serves as a connection for our parents and students and provides support for their physical and emotional needs, including community support organizations. Mrs. Nelson builds 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)

Continued guidance and support on our district goals and objectives for the 2026-2027 school year.

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

On-site Specialists, SPED Directors, etc., as needed.