



Cooper Elementary School 2026-2027 Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY:

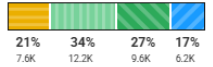
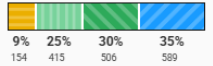
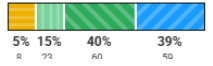
4th Grade ATLAS Summative Literacy Scores 2025-2026

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		35338		1055	Percent Count: 23% 8.1K, 36% 12.6K, 26% 9.1K, 15% 5.5K	41%	1055	Percent Count: 25% 8.7K, 35% 12.3K, 24% 8.4K, 17% 6K
District		1659		1063	Percent Count: 10% 165, 29% 484, 30% 502, 31% 508	61%	1063	Percent Count: 12% 199, 29% 486, 27% 444, 32% 530
School		150		1063 ± 1	Percent Count: 9% 14, 28% 42, 35% 52, 28% 42	63%	1063 ± 1	Percent Count: 11% 17, 29% 44, 26% 39, 33% 50

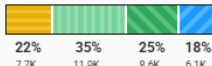
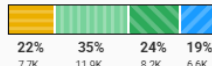
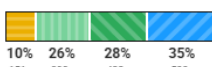
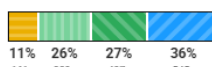
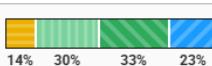
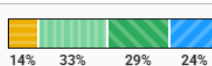
4th Grade ATLAS Summative Math Scores 2025-2026

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35765		1057	Percent Count: 22% 7.8K, 31% 11.1K, 28% 10.2K, 19% 6.7K	47%
District		1663		1069	Percent Count: 7% 120, 20% 337, 30% 499, 43% 707	73%
School		150		1072 ± 1	Percent Count: 5% 8, 11% 16, 35% 52, 49% 74	84%

4th Grade ATLAS Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35637		1058 <i>i</i>	 Percent Count: 21% 7.6K, 34% 12.2K, 27% 9.6K, 17% 6.2K	44%
District			1664		1067 <i>i</i>	 Percent Count: 9% 154, 25% 415, 30% 506, 35% 589	66%
School			150		1070 ± 1 <i>i</i>	 Percent Count: 5% 8, 15% 22, 40% 60, 39% 58	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			34279		1055 <i>i</i>	 Percent Count: 22% 7.7K, 35% 11.9K, 25% 8.6K, 18% 6.1K	43%	1055 <i>i</i>	 Percent Count: 22% 7.7K, 35% 11.9K, 24% 8.2K, 19% 6.6K
District			1496		1063 <i>i</i>	 Percent Count: 10% 151, 26% 393, 28% 422, 35% 530	64%	1064 <i>i</i>	 Percent Count: 11% 161, 26% 383, 27% 407, 36% 545
School			116		1059 ± 1 <i>i</i>	 Percent Count: 14% 16, 30% 35, 33% 38, 23% 27	56%	1060 ± 2 <i>i</i>	 Percent Count: 14% 16, 33% 38, 29% 34, 24% 28

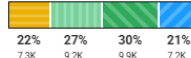
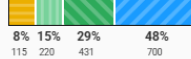
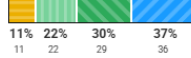
3rd Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34486		1057	Percent Count: 21% (7.3K), 33% (11.5K), 29% (9.9K), 17% (5.8K)	45%
District			1501		1068	Percent Count: 9% (137), 19% (284), 28% (425), 44% (655)	72%
School			116		1064 ± 2	Percent Count: 11% (13), 22% (26), 31% (36), 35% (41)	66%

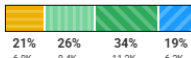
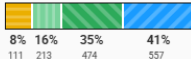
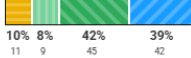
3rd Grade ATLAS Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34361		1059	Percent Count: 21% (7.3K), 33% (11.4K), 28% (9.6K), 17% (6K)	45%
District			1498		1069	Percent Count: 10% (156), 21% (314), 31% (458), 38% (570)	69%
School			115		1067 ± 2	Percent Count: 10% (12), 24% (28), 36% (41), 30% (34)	65%

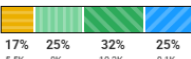
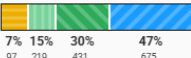
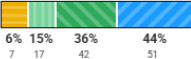
2nd Grade ATLAS Summative Math Scores 2025-2026

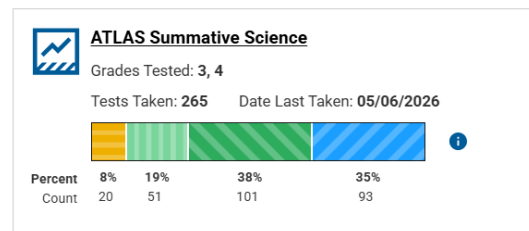
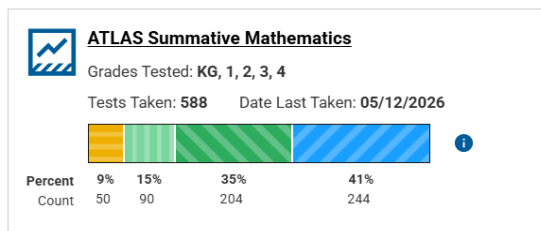
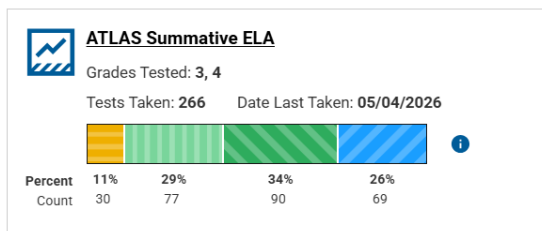
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			33573		1059	 Percent Count 22% 27% 30% 21% Count 7.3K 9.2K 9.9K 7.2K	51%
District			1466		1070	 Percent Count 8% 15% 29% 48% Count 115 220 431 700	77%
School			98		1066 ± 2	 Percent Count 11% 22% 30% 37% Count 11 22 29 36	66%

1st Grade ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			32595		1060	 Percent Count 21% 26% 34% 19% Count 6.8K 8.4K 11.2K 6.2K	53%
District			1355		1070	 Percent Count 8% 16% 35% 41% Count 111 213 474 557	76%
School			107		1069 ± 2	 Percent Count 10% 8% 42% 39% Count 11 9 45 42	81%

Kindergarten ATLAS Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			31928		1063	 Percent Count 17% 25% 32% 25% Count 5.9K 8K 10.3K 8.1K	58%
District			1422		1073 ± 1	 Percent Count 7% 15% 30% 47% Count 97 219 431 673	78%
School			117		1071 ± 2	 Percent Count 6% 15% 36% 44% Count 7 17 42 51	79%



COMPREHENSIVE NEEDS ASSESSMENT:

Cooper Elementary School staff analyzed the test scores from the 2026 administration of the spring ATLAS Assessments. We examined the results for all students. We identified areas of strength as well as growth opportunities.

STRENGTH AREAS based on ATLAS 2026 Achievement Scores:

- 4th grade ELA achievement scores exceed both the district average scaled scores and percent proficient
- 4th grade, 1st grade and kindergarten math achievement scores exceed both the district average scaled scores and percent proficient
- 4th grade science achievement scores exceed both the district average scaled scores and percent proficient
- 10% or fewer students scored in Level 1 in ELA for 4th grade (9%)
- 10% or fewer students scored in Level 1 in math for 4th grade (5%); 1st grade (10%); kindergarten (6%); and 9% for K-4 combined
- The % of students scoring in Level 4 in 4th grade math and science exceed the district average of Level 4 students

GROWTH AREAS based on ATLAS 2025 Achievement Scores:

- ELA achievement is not as strong as math and science achievement
- The 2nd and 3rd grade cohort of students' performance is not as strong as that of K, 1st and 4th in any content area
- Level 4 achievement is not as high as the district's Level 4 achievement percentage in any grade or content area (with the exception of 4th grade math)

School Goal: By the end of the 2026-2027 school year, 70% of students in 3rd and 4th grade at Cooper Elementary will be proficient in Literacy. (At the end of the 2025-2026 school year 60% of students in 3rd and 4th grade at Cooper Elementary were proficient in Literacy.)

DISTRICT GOAL(s):

- **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: We are a family of innovators who create pathways to learn, connect and inspire.

VISION: Cooper Elementary School will be the first choice school for innovative learning where each student's social, emotional, and academic needs are met through authentic and engaging experiences.

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 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?
CES will guarantee high impact intervention for students identified as needing tiered support. 100% of students receiving an intervention will have their progress monitored, and the data reviewed by the PLC and/or RTI team at a minimum of every 8 weeks.	Childress, Principal NEW, Assistant Principal Hamrick and Toms, Academic Interventionists; Ballard and Schonauer, Academic Coaches Members of the Teacher Leadership Council By 9/25 grade-level teams will identify students based on data and assign appropriate interventions, with an intensive focus on Level 1 students and the bottom 25% Teachers will document intervention strategies, progress toward mastery, and next steps. Accountability/fidelity to the progress monitoring calendar/system.	Digital data folders for all students with all intervention related information and data. RTI placement/programming spreadsheets per grade level Professional development as needed for all intervention service providers to meet the needs of the students using high quality instructional materials Progress monitoring schedule, tools and data recording documents Data Day meetings scheduled at a minimum of every 8 weeks	Student attendance at their targeted, high impact intervention during grade-level WIN time. A grade-level spreadsheet with ATLAS Reading and ATLAS Math screener data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each Level (1, 2,3,4) will be monitored. The percentage of students scoring a Level 3 and 4 will increase over the course of the school year. Progress monitoring data

Progress monitoring data will be updated throughout the school year and used to drive decisions regarding the student's educational program.	Training for staff on the use of ATLAS diagnostic tools/screeners needed for the RTI process. Regular check-ins during Academic RTI meetings regarding student progress and intervention programming Parent communication for tiered students throughout the year. Master RTI spreadsheet maintained: names, tier placement, related data, intervention targets, PM tool, check-in dates	Updated flowchart/process for academic RTI Elementary Hub: RTI Section Academic RTI letter for staff to share with parents Data letter updates to be shared with parents at least twice a year.	Agendas and notes from Academic RTI meetings held throughout the school year Graphs or tracking sheets that show student progress on intervention plans Teacher documentation of parent communication throughout the year regarding progress monitoring data/tier updates.
By 8/28, 100% of the students identified as being in need of tiered support in the area of behavior will receive intervention.	NEW, Assistant Principal Dumes and NEW, Counselors Holdsworth, School Psychology Specialist Professional Development provided to all staff before school starts. By 8/14 data folders for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level. Tier 2 behavior plans will be reviewed by the teacher and the assistant principal. Behavior RTI meetings will meet at least quarterly	Tier 2 and Tier 3 behavior intervention plans (BIP) BIP data tracking documents in use with fidelity BPS Elementary Discipline Rubric CES Behavior Clipboard system	Behavior data is monitored and recorded according to the BIP Asst Principal will track and graph the data for Tier 2 plans Assistant Principal will work in collaboration with the school psych specialist to track and graph Tier 3 BIP. Decline in behavior incidents. Continue to recognize strong behavior choices in a variety of ways.

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: What needs to be done?	RESOURCES NEEDED	EVIDENCE How will success be measured? What will evidence of success look like?
CES will engage with families and the community in a variety of ways: face to face, materials sent home, emails, phone calls, and social media. In 26-27 we will communicate information specific to curriculum, instruction and student progress. A Parent and Family Engagement Survey (PAFE) was given in spring 2026. <u>62%</u> of parents agreed they received timely communication from CES in a variety of ways. (23% increase from 2025) <u>57%</u> of parents agreed they are provided regular reports of their child's educational progress. (13% increase from 2025) By Spring 2027 both metrics will increase to at least 85%.	Childress, Principal NEW, Assistant Principal Classroom Teachers Encore Teachers Academic Specialists Staff Members Create a leadership team to support family and community engagement. Create a schedule of deliverables associated with family and community engagement. Give the PAFE survey in Spring 2027 and compare data with previous score Some examples of communication opportunities include: Tuesday folders, daily/weekly social media posts, monthly parent newsletter, academic family nights, parent/teacher and student led conferences, and collaboration with PTO. Continued training on OTUS platform to share grades in real time and generate quarterly report cards. Volunteer recruitment and training.	<u>CES 2025-2026 Parent-Family Engagement Plan</u> List of school and PTO events and dates End of Year Parent Survey Tuesday folders Home/School Connection resources Digital and social media platforms Volunteer training slides and documents	Analysis of the end of year survey results regarding family and community engagement. Compare the results from 2025-2026 to 2026-2027 to determine if parents noted that there was improvement in family and community communication efforts. Social media posts/newsletters highlighting the learning and success of our students.

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(s)	RESOURCES NEEDED	EVIDENCE How will success be measured? What will evidence of success look like?
100% of the instructional teams will have a master schedule that consistently provides for weekly collaborative planning time throughout the 26-27 school year.	Childress, Principal NEW, Assistant Principal Teacher Leadership Council Ensure the master schedule has: Collaborative planning times for teams to meet weekly with the literacy and math coaches. Collaborative planning times for the general education and special education teachers to meet weekly. Collaborative planning times for grade level/department teams to meet weekly. Collaborative planning time for the coaches, interventionists, counselors, Teacher Leadership Council, and WIN staff to meet regularly with administrators. Protected time for administrators to participate in PLCs and special education conferences.	Master Schedule Collaborative meeting agendas and notes Team's SMART goals (minimum of quarterly) Professional development associated with highly effective PLCs	PLC Agendas & Notes Collaborative Meetings Master schedule for the 26-27 school year with collaborative meeting times clearly documented.

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

Cooper Elementary School uses a Teacher Leadership Council/Team structure to make decisions regarding supplemental purchases to support students and staff.

CES has a dedicated intervention/enrichment block for each grade level. Within the intervention block, CES utilizes support staff and teachers to support at-risk students and increase academic achievement for all students. Data is collected to determine the group and individual focus areas within the intervention block.

Professional learning and resources are provided to the intervention/enrichment service providers to ensure high quality instructional materials and high impact instruction is being utilized at all times.

Formative assessment data and progress monitoring data are utilized to track student data and progress throughout the year. CES has regular collaborative planning meetings, PLCs, coaching conversations and RTI meetings to discuss student data, develop intervention plans specific to an individual student's needs, and review the effectiveness of those interventions throughout the school year.

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

Additional requests provided by Bentonville Schools will include:

Academic Excellence -

- Continued training for all K-4 instructional staff facilitated by state and district specialist
- 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.