



Central Park Elementary
2026-2027
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

3rd grade ELA ATLAS 2025-2026 Scores



ATLAS Summative Science

Grades Tested: 3, 4

Tests Taken: **299** Date Last Taken: **05/12/2026**



Percent	10%	20%	33%	37%
Count	29	61	99	110



ATLAS Summative Mathematics

Grades Tested: KG, 1, 2, 3, 4

Tests Taken: **643** Date Last Taken: **05/07/2026**



Percent	5%	15%	31%	48%
Count	34	99	202	308



ATLAS Summative ELA

Grades Tested: 3, 4

Tests Taken: **298** Date Last Taken: **05/05/2026**



Percent	8%	27%	29%	36%
Count	23	81	87	107



3rd grade ELA ATLAS 2025-2026 Scores

		let	Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			34260		1055	 Percent Count: 22% (7.7K), 35% (11.9K), 25% (8.5K), 18% (6.1K)	43%	1055	 Percent Count: 22% (7.7K), 35% (11.9K), 24% (8.2K), 19% (6.6K)
District			1500		1063	 Percent Count: 10% (151), 26% (393), 28% (422), 36% (534)	64%	1064	 Percent Count: 11% (161), 26% (383), 27% (408), 37% (548)
School			141		1065 ± 1	 Percent Count: 6% (8), 25% (35), 29% (41), 40% (57)	70%	1066 ± 1	 Percent Count: 6% (9), 23% (32), 29% (41), 42% (59)

4th grade ELA ATLAS 2025-2026 Scores

		let	Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35320		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			1663		1063	 Percent Count: 10% (165), 29% (484), 30% (506), 31% (508)	61%	1063	 Percent Count: 12% (199), 29% (486), 27% (448), 32% (530)
School			157		1064 ± 1	 Percent Count: 10% (15), 29% (46), 29% (46), 32% (50)	61%	1063 ± 1	 Percent Count: 12% (19), 27% (42), 32% (50), 29% (46)

3rd grade Math ATLAS 2025 Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34471		1057 <i>i</i>	 Percent Count 21% 33% 29% 17% 7.3K 11.5K 9.9K 5.8K	46%
District			1502		1068 <i>i</i>	 Percent Count 9% 19% 28% 44% 137 285 425 655	72%
School			142		1070 ± 1 <i>i</i>	 Percent Count 4% 15% 34% 47% 5 22 48 67	81%

4th grade Math ATLAS 2025 Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35750		1057 <i>i</i>	 Percent Count 22% 31% 28% 19% 7.8K 11.1K 10.2K 6.7K	47%
District			1663		1069 <i>i</i>	 Percent Count 7% 20% 30% 43% 120 337 499 707	73%
School			157		1070 ± 1 <i>i</i>	 Percent Count 5% 20% 31% 45% 8 31 48 70	75%

3rd grade Science ATLAS 2025 Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34347		1059	Percent Count 21% 33% 28% 17% 7.3K 11.4K 9.6K 6K	45%
District			1499		1069	Percent Count 10% 21% 31% 38% 156 315 458 570	69%
School			142		1070 ± 1	Percent Count 8% 18% 35% 40% 11 25 49 57	75%

4th grade Science ATLAS 2025 Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35623		1058	Percent Count 21% 34% 27% 17% 7.6K 12.2K 9.6K 6.2K	44%
District			1664		1067	Percent Count 9% 25% 30% 35% 154 415 506 589	66%
School			157		1066 ± 1	Percent Count 11% 23% 32% 34% 18 36 50 53	66%

COMPREHENSIVE NEEDS ASSESSMENT:

Central Park School formed the School Improvement Leadership Team and analyzed the test scores from the 2025-2026 administration of the ATLAS Assessments for 3rd and 4th grade students. We examined the results for all students and each subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our attendance, disciplinary and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from these various assessments, in order to better identify the areas of need and help align classroom instruction with State Standards, in literacy and math. We examined our routines, customs, norms, and expectations in order to see why our students are not achieving their potential. Our supporting data statements show the discrepancies in achievement, among our various subpopulations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these (3) areas: Continued implementation and improvement of an inclusion model for special education students when appropriate, continued training and support for student behavior with the use of Conscious Discipline, and the implementation of Visible Learning strategies to increase student ownership of academic achievement. We will select interventions and use funds that put us in the best position to address those needs. We will continue to implement Visible Learning strategies, and continue to work on developing inclusive practices for special education students as well as general education students with various academic and behavioral needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

STRENGTH AREAS:

- 3rd and 4th grade ATLAS scores were above the state average in ELA, Math, and Science.
- 3rd grade ATLAS ELA, Math, and Science scores were above the district average.
- 4th grade ATLAS ELA, Math, and Science scores were at or above the district average.

GROWTH AREAS:

- Increase proficiency in K-2 students in ELA to promote proficiency when tested in 3rd grade.
- Focus for all grade-levels will be learner intentions, success criteria, and teacher clarity to achieve higher growth and achievement for all students. We will focus on encouraging feedback in both teacher to student and student to student settings. We will increase the rigor of success criteria by focusing on depth of knowledge. All students K-4 will engage in individual goal setting starting.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2025](#) Building goals must be connected to district goals.

- **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:

Central Park Elementary:

Mission: High levels of learning for all.

Vision: Building a school community of lifelong learners.

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% of all students will be enrolled in intervention, on grade-level, or enrichment instruction each week and assessed at least 3x annually to	Karrie Bradshaw Sarah Tucker	Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance. Academic and behavioral systems will include RTI and the regular review	Instructional aides, Master schedule design to support RTI process, continued teacher PD as it relates to literacy and math instruction.	All students will be identified as on or below grade-level through documentation of assessments completed throughout the school year. Appropriate interventions will be assigned to all students not meeting grade-level

monitor growth.		and opportunity for customized interventions based on learners' performances within the tiered academic and behavioral system. Students will regularly be assessed with multiple common formative assessments that will provide teachers and specialists the data they need to meet learners' needs. This data will be reviewed biweekly and recommendations will be made by the RTI team to support students, teachers, and instruction. Vertical teaming to discuss success criteria for enrichment.		expectations for academics and behavior. Success will be measured by using student data to track the progress of students through the intervention process. Students will need less support as they master the necessary skills to demonstrate grade-level proficiency.
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?)
100% of all families will attend at least one parental involvement opportunity.	Karrie Bradshaw Amanda Williams	The school produces a school wide newsletter that is distributed digitally. This newsletter provides information about the school such as upcoming events and curriculum in activity	Digital platform to send newsletters to parents. Smore, Thrillshare, etc. School Status Connect Regularly maintained school Facebook page.	Central Park will attain 100% parent participation twice a year for parent-teacher conferences. Teachers and staff will regularly collaborate with families via virtual communication as well as face-to-face. Parent surveys will be sent out at the end of the

		classes. In addition, each classroom teacher sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects). Teachers communicate with parents through Seesaw, Google Classroom, email, newsletters, phone calls, and Tuesday folders. Twice a year, we hold parent teacher conferences. 100% attendance is required by parents. At conferences the teacher will document progress through report cards, ATLAS scores, common assessments (district created assessments, Dibels, and other data taken to indicate progress).	school year to determine their satisfaction with the level of communication from the school. All school events are published on the school website master calendar.
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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?)
Continue to develop and support a culture of lesson planning that focuses on standards driven planning to increase the percentage of K-4 students who meet their growth goal as established by 2026 ATLAS scores in Literacy and Math to 85%.	Karrie Bradshaw	Each grade-level team will meet one time each week with the math coach and one time each week with the literacy coach to plan for Tier 1 instruction as well as small group instruction. One time each week every grade-level team will come together for PLC discussions. Every other week, academic coaches, administrators, special education teachers, interventionists, ESL teachers, and counselors will attend the PLC meetings to support students. Visible learning strategies will be implemented to positively impact student learning.	Academic coaches, continued teacher PD as it relates to literacy and math instruction. Visible learning PD.	PLC agendas will reflect commitment to the deep work of instructional planning and reflection on student data. Improved student performance on state assessments will show the success of the PLC process at Central Park. Increased percentage of teachers using Visible Learning strategies recorded on classroom walk-through data.
Visible Learning	The school will continue to implement Visible Learning.			

All students at Central Park Elementary (CPE) will exhibit the characteristics of a Visible Learner. They understand what it means to be an effective, assessment capable learner. They understand what they are learning (learning target), how they are doing (success criteria), and where they will go next, and can interpret assessment results and act on this understanding.		• Developing and implementing a shared definition of an effective learner that can be articulated by our school family. • Ensuring all teachers understand and can use learning intentions and success criteria so that students can understand what they are learning, how they are doing, and where they need to go next and can interpret assessment results and act on this understanding. • Improve the growth seen by specific populations: IEP, ESL, Free and reduced, and high-achieving		Classroom walk-through data. Student interviews. ATLAS assessment scores
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		students.		
Students will demonstrate active participation in the lesson and communicate evidence of their level of engagement.		• Plan for student engagement weekly in lesson planning. • Professional development for staff on engagement strategies.		

Literacy Plan - [Bentonville Schools Literacy Plan 2025-26](#) -We will follow the district math, literacy, and RTI flowcharts.

Master Literacy Plan - [Academic RTI Documents](#) We will follow the district math, literacy, and RTI flowcharts. [Literacy Flowchart](#)

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

Aides are scheduled into our intervention block for each grade-level. They work with at-risk students in small groups to support Tier 1 instruction as well as foundational skills for math and literacy.

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

Not at this time

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

Insert link to meeting agenda/minutes example: [Leadership Team Agenda](#)