



Fulbright Junior High School
2026-2027
Building-Level Reflections and Strategic Plan

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.

STUDENT ACHIEVEMENT

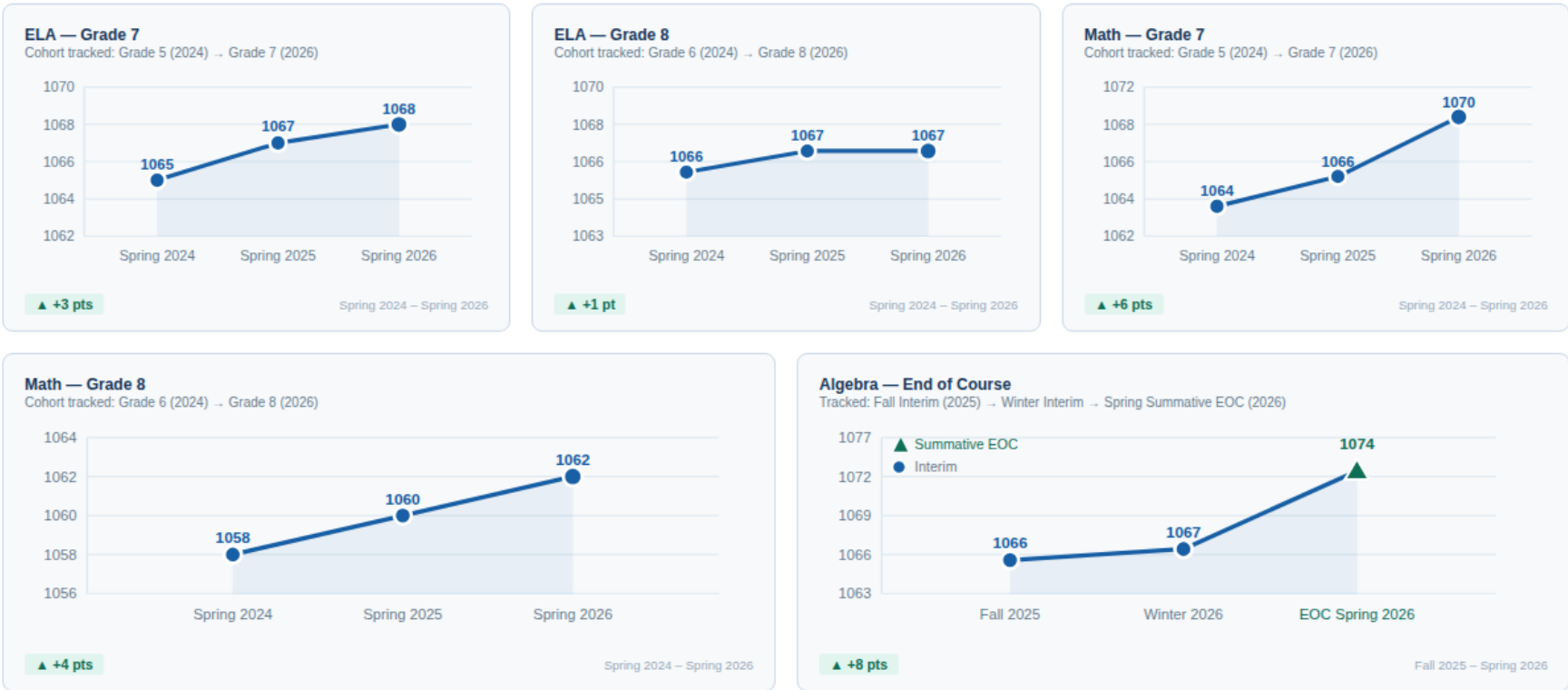
J. William Fulbright Junior High School

Longitudinal Performance Report

Reporting Date: May 8, 2026

ATLAS Summative Assessments · ELA & Mathematics · Grades 7–8 and Algebra

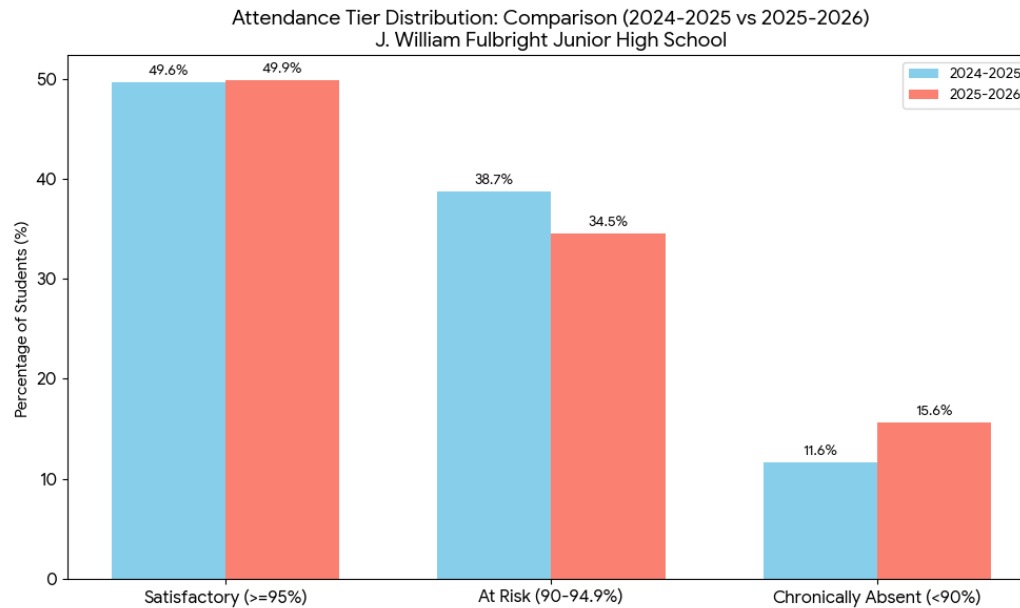
AVERAGE SCALE SCORES OVER TIME



KEY FINDINGS

- 1 Math is growing across all grade levels.** Grade 7 Math posted the strongest overall gain (+6 scale score points over two years), and the share of students at Level 4 — the highest performance category — rose from 29% to 46%, reflecting meaningful acceleration in mathematical proficiency.
- 2 Algebra students finished the year at exceptional levels.** By the Spring 2026 summative EOC, 70% of Algebra students scored at Level 4, up from 40% at the start of the year — a gain of 30 percentage points within a single school year.
- 3 Grade 7 ELA shows consistent upward growth.** Average scale scores rose each year, and students scoring at Level 4 increased from 36% in Spring 2024 to 42% in Spring 2026, demonstrating steady progress in reading and writing across the cohort.
- 4 Grade 8 ELA proficiency gains are encouraging.** While the school-wide average score held steady, the percentage of students scoring at Levels 3 and 4 combined — the proficient range — increased from 70% to 76%, signaling real gains in student achievement.

Attendance



Key Findings

- **Stable Overall Average:** The school-wide average attendance rate has remained remarkably consistent, with a negligible increase of 0.02%.
- **Increased Chronic Absenteeism:** Despite the stable average, there has been a notable increase in the percentage of students meeting the "Chronically Absent" threshold, rising from 11.6% to 15.6%. This indicates a growing pocket of students with significant attendance challenges.
- **Reduction in 'At Risk' Students:** The percentage of students in the "At Risk" category dropped by about 4%, with many of those students unfortunately sliding into the "Chronically Absent" tier rather than moving into the "Satisfactory" tier.

COMPREHENSIVE NEEDS ASSESSMENT:

Based on the analysis of the 2024-2025 and 2025-2026 data—academic achievement, behavior, attendance—for J. William Fulbright Junior High School, this comprehensive needs assessment identifies the following priority areas for the School Improvement Plan:

GROWTH AREAS:

- **Targeted Intervention for Growing Chronic Absenteeism:** While the school-wide average attendance remains stable at approximately 94%, the percentage of "Chronically Absent" students (those missing more than 10% of school days) has surged from 11.6% to 15.6%. This indicates a widening gap where a specific cohort of students is becoming increasingly disengaged. Fulbright needs a formal Multi-Tiered System of Support (MTSS) for attendance that moves beyond automated notifications to personalized re-engagement plans and family outreach for the "At Risk" and "Chronically Absent" tiers.
- **Differentiated Academic Support for "Level 2" Students:** Academic achievement data (ATLAS) shows a high volume of students sitting in the Level 2 (Near Proficiency) range. To improve overall school ratings and student outcomes, Fulbright needs to implement data-driven small-group instruction specifically targeting the "Number Concepts" and "Algebraic Proportions" reporting categories. By focusing on the specific sub-skills where these Level 2 students are falling just below mastery, the school can more effectively move them into Level 3 (Proficient) and Level 4 (Advanced) categories.

STRENGTH AREAS:

- **Exceptional Performance in Advanced Mathematics:** A primary academic strength is the high proficiency rate in accelerated math tracks. In the 2024-2025 and 2025-2026 data, students in Algebra I and Geometry consistently achieved "Level 3" (Proficient) and "Level 4" (Advanced) ratings, with Geometry students particularly excelling in the "Above Mastery" categories for Transformations and Geometric Figures.
- **Resilient Core Attendance Tier:** While chronic absenteeism is a focus area, the school has a very stable "Satisfactory" attendance core. Approximately 50% of the student body maintained an attendance rate of 95% or higher across both years. This group provides a consistent baseline of student engagement that supports the school's high academic standards.

MISSION & VISION:

Mission Statement: Fulbright Junior High is a community of learners striving for excellence through the development of the whole student.

Vision Statement: Fulbright Junior High endeavors to help students fulfill their greatest potential and meet the challenges of a changing world through involvement in academics, athletics, and the arts.

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: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
FJHS will utilize district screeners and decision-making processes to (1) identify students needing academic support beyond core content instruction, (2) provide systematic, skill-specific interventions in targeted areas of math and reading, and (3) regularly monitor students' progress toward grade-level achievement.	Tara Nutt, Interventionist Danielle Renfroe, Assistant Principal Callie Sanchez, Principal	• Identify and train intervention teachers; supply them with curriculum resources • Provide oral reading fluency (ORF) screeners to students identified as 'at-risk' by district testing data • Follow the Middle Level Science of Reading Decision-Making Tool to determine which academic intervention is appropriate for students' needs • Utilize iReady diagnostic assessment data to make decisions about students	• SPIRE Reading curriculum and materials • Screeners and progress monitoring assessments • iReady accounts for all students in math intervention; IXL for ELA	• Progress monitoring data from ATLAS, IXL, ORF, iReady, and SPIRE • RTI Scheduler data for intervention participation • Students being promoted/graduating from math or reading intervention

		identified as 'at-risk' by district testing data • Place students in the appropriate interventions using RTI Scheduler • Monitor students' progress (1) monthly through ORF data, comprehension assessments, iReady progress and 2 times per year through IXL and iReady assessments • Meet with the building-level RTI team weekly to monitor progress and make decisions about student placement and future needs • Celebrate with students and their families when students demonstrate proficiency to graduate from an intervention		
PLCs will meet to grow their students through instruction, assessment, data analysis, and remediation. Department chairs will collaborate with district coaches and principals/assistant principals to create the most impactful, viable curriculum and provide remediation for struggling students. In addition, the RTI team will meet weekly to discuss student needs based on the current status of students' academic progress.	Callie Sanchez, Principal Joe Herrington, Assistant Principal Danielle Renfroe, Assistant Principal	• RTI team monitors student data.	• Time • Interventionists	• Progress monitoring data from ATLAS, IXL, ORF, iReady, and SPIRE • RTI Scheduler data for intervention participation • Students being promoted/graduating from math or reading intervention
By May 2027, FJHS will move 10% of students currently scoring at "Level 2" (Near Proficiency) on the ATLAS Math Summative to "Level 3" (Proficient).	Math Dept. Instructional Coaches Admin	• Administer ATLAS Interims 2x/year to identify "Level 2" students. • Create Tier 2 "Math Burst" intervention groups focusing on math domains	• ATLAS Interim Data • RTI block time • Intervention curriculum	• ATLAS Interim growth reports • 2027 ATLAS Summative scores

		Monitor progress every 4 weeks.		
By May 2027, FJHS will reduce the Chronic Absenteeism rate from 15.6% to 11.0% through a tiered re-engagement system.	Admin Counselors Registrar	- Bi-weekly screening of attendance data to identify students at 10% absence. - Implement Tier 2 "Attendance Success Plans" for at-risk students. - Tier 3 home visits/contracts for chronic cases	- APSCN Attendance Reports - Attendance Success Plan	- Year-end Chronic Absenteeism percentage - Attendance Team minutes
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: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
FJHS will communicate student progress every quarter to family members and appropriate stakeholders.	Callie Sanchez, Principal	- Students will email grades to parents/ guardians during advisory seminars. - Parent Teacher Conference nights (9/23, 9/30, 11/11, and 3/10) - Monthly PTO meetings	- Student Chromebooks - FJHS Facilities for Meetings	- Percent participation in conference opportunities - Percent of students carrying a D or F in a course
All teachers are required to upload instructional materials into Google classroom.	FJHS Teachers	Teachers will follow a specific format when posting to Google classroom. This format will allow parents/guardians to easily follow the lessons and activities of the class.	- BPS Google Classroom Standards of Consistency - Faculty Laptops	Through ongoing monitoring of Google classrooms, administrators can determine if teachers are uploading classroom materials and correctly formatting the materials.
Every FJHS family will have access to school-wide	Callie Sanchez, Principal	FJHS produces a school-wide weekly preview that is distributed	Access to Apptegy software	Use the activity dashboard in Google Slides to view user data.

information about upcoming events, PTO, and school news through the Friday Weekly Preview		digitally to every family by email, text message, and website live feed. This comprehensive newsletter provides information about the school, such as weekly events, upcoming events, and announcements.		
By May 2027, 100% of families with students in Tier 2/3 interventions (Attendance or Academics) will engage in two-way learning loops focused on home-based support.	Admin Counselors Interventionist Teachers	- Implement digital communication "Check-ins" regarding specific RTI goals - Conduct Student Success meetings that require parent input on barriers - Distribute quarterly guides for support at home	- SchoolStatus - Student Success meeting logs	- Parent participation rates - Communication analytics - Parent survey data
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(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
All content area teachers will meet weekly during a common prep period to discuss the 4 PLC Questions	Callie Sanchez, Principal Joe Herrington, Assistant Principal Danielle Renfroe, Assistant Principal FJHS Department Chairs	- Complete a Master schedule that aligns a common prep for all content area staff - Schedule and communicate weekly PLC meetings	- Allocated meeting time/ space - PLC Support Resources (PLC At Work Conference/ Training)	- Student work samples - Curriculum maps - Defined formative and summative assessments - Rubrics to assess mastery of skills

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
HIT Grant for Tutoring
Additional Request for the district to consider: (what additional requests the school is asking of the district)
Additional personnel for intervention & caseload management

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