



**Grimsley Junior High
2026-2027**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

COMPREHENSIVE NEEDS ASSESSMENT:

COMPREHENSIVE NEEDS ASSESSMENT: Grimsley Junior School formed the School Improvement Leadership Team and analyzed the test scores from the 2025-2026 Atlas Summative Assessments. We examined the results for both the ALL STUDENTS and each subpopulation. 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 create systems to support our students in reaching academic success while reducing any gaps in student achievement within subpopulations. 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. After analyzing all our data points, our team determined a need to create rigorous instructional opportunities for all students by implementing building-wide instructional strategies and professional learning community norms. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy using a multi-tiered approach to intervention.

25-26 Atlas Summative Achievement Trends

Year to Year Overall Proficiency (Level 3+4)				
	2023-2024	2024-2025	2025-2026	Growth
Math 7	66	66	69	3
ELA 7	53	56	62	6
Science 7	55	56	71	15
Math 8	47	44	54	10
Algebra	78	74	83	9
ELA 8	53	49	56	7
Science 8	57	55	62	7

Class 2031 % Proficient (current 7th)			
	Math	Science	ELA
5th	58	55	53
6th	57	60	58
7th	69	71	62
Growth	12	11	4

Class 2030 % Proficient (current 8th)							
	Math	Algebra	Geometry	Science	ELA		Math 8 Only
6th	58			51	46	6th	39
7th	66			57	55	7th	49
8th	54			62	56	8th	54
Growth				5	1		5

STRENGTH AREAS:

- 25-26 scores were the highest levels of proficiency for the last 3 years of the Atlas assessment.
- Each cohort grew in the number of students reaching proficiency in all content areas.

GROWTH AREAS:

- Increase 8th grade ELA and math proficiency and growth
- Create building wide instructional strategies to be implemented in all classrooms

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:

Grimsley Junior High inspires students to engage in innovative learning to develop global perspective, resilience, and high expectations as they grow to serve the Bentonville community.

MOTTO:

We inspire. We empower. We succeed.

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).
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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?)
During the 2026–2027 school year, GJHS will strengthen Tier 1 core instruction by implementing common instructional practices. To ensure high-quality Tier 1 instruction meets the needs of the majority of learners, 100% of teachers will participate in ongoing professional learning about Station Rotation structures coached by Catlin Tucker by May 2027. Teachers will apply these frameworks to design differentiated, student-centered Tier 1 instruction that proactively addresses diverse	GJHS Administration	1. All staff will participate in PD on October 15, 2026. This will be led by Catlin Tucker. 2. Catlin Tucker will be meeting with ELA and Math teams twice in the 26-27 school year. This will entail two virtual coaching meetings and two on-site coaching visits to look at station rotation.	ATLAS data (interim and summative) Instructional Rounds Form	GJHS admin will review the ATLAS interim and summative data during the school year to monitor and adjust instruction. All teachers will do monthly instructional rounds to observe different teaching strategies across the building.

learning needs.				
By May 2027, academic Response to Intervention (RTI) will be fully implemented. All students will be assessed at least three times per year using standardized screening tools such as ATLAS interim testing along with IXL and i-Ready diagnostics. Utilizing this data and district/building common formatives/summatives, PLCs will identify students for tiered support during designated seminar time. A daily, school-wide Tier 2 academic support block of 20 minutes daily will be implemented for all students identified as	GJHS Administration GJHS Teachers District Instructional Coaches	1. New bell schedule will be implemented to include advisory (tier 2) and RTI (tier 3) opportunities for students. 2. Students will take an IXL and i-Ready diagnostic to utilize during tier 2 instructional time.	IXL and i-Ready Data	GJHS Admin will review data from specific seminar groupings/reading and math labs to determine the needs of the bottom quartile students. The data that will be reviewed includes IXL, i-Ready, and ATLAS data.

needing targeted intervention, with instruction aligned to individual skill deficits through the IXL and i-Ready programs. In addition, Tier 3 students will receive intensive academic support in each core content area every day for 35 minutes delivered through evidence-based interventions tailored to individual needs.				
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?)
All families are invited to attend on campus events to learn about classroom procedures and structures.	GJHS Parent Facilitators Administration	1. Open House (August 10) will allow parents the opportunity to become familiarized with the classroom procedures and structure. 2. Monthly PTO meetings will be held	Parent and Family Engagement Plan Communication emails to all families about upcoming events via email and social media	When families are present in the building for the various events such as Open House or Parent Teacher Conferences, we will have parents sign in to keep count of the number of families on campus. Also, at PTO meetings, roll is taken to determine the number of parents present at meetings.

		the first Thursday of every month. 3. Parent-Teacher Conferences will be held: 9/22/2026 9/29/2026 11/10/2026 3/9/2027 4. The GJHS Parent Facilitator will create the 26-27 GJHS Parental and Family Engagement Plan.		Success will be measured by the number of families in attendance at these events. We will work to promote the events as much as possible.
All teachers are required to upload daily instructional materials into Google classroom.	GJHS Teachers	1. 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. 2. Provide professional development to new staff about expectations during August PD days.	Jr. High Google Classroom Standards of Consistency	Through ongoing monitoring of Google classrooms, administrators are able to determine if teachers are uploading classroom materials and correctly formatting the materials.
Families in our subgroup populations (Title 1 and ESL) will be invited to special informational	ESL Coordinator Librarian Title 1 Interventionist	1. ESL family night is scheduled for the November Parent Teacher Conference night. This is an opportunity for the	ESL Funds Communication flyers in native language	In coordination with the Grimsley ESL Coordinator and Grimsley Interventionists, the administration team will plan events for students served in the Title 1 program and ESL

meetings during the school year.		ESL coordinator and families to meet to discuss concerns and barriers to learning. 2. On Parent Teacher Conference Nights, families with a student served in our title 1 program will have the opportunity to attend an informational meeting about the program available to students.		program. We will keep a record of parents that are present on the night of the events. We will work to make phone calls, send home emails, and talk with students to increase attendance at these events. Success will be measured by the number of families in attendance.
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). <u>ID13 Collaborative Culture</u>			
GJHS PLCs will meet twice a week during the school year.	PLC Leaders	1. One meeting will be focused on PLC questions 2, 3, 4. This meeting will include the specialists, administration, core teachers, and sped teachers. 2. The informational PLC meeting for the week will be for planning instruction for the upcoming week. Instructional planning discussions are categorized	PLC Agenda <u>Content standards</u>	Building administration will be participants/observers in the PLC meetings. Building administration will monitor PLC agendas. When observing PLC meetings and agendas, the administration team is noting times the PLC team addresses PLC questions 2, 3, and 4. These three questions address the data collection process, intervention, and enrichment strategies. Success will be measured by the data conversations observed in meetings and on agendas.

		under PLC question #1.		
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Literacy Plan: Bentonville Schools Literacy Plan and GJHS Literacy Plan
Master Literacy Plan - Academic RTI Documents
At Grimsley Junior High, literacy is a building wide goal for the 2026-2027 school year. Literacy is a building focus through incorporation of best practice in instructional strategies. This building goal will be a focus during professional development and PLC planning time. A focus on instructional strategies allow teachers to address specific learning targets with students. Furthermore, a building level resource is IXL which is a comprehensive reading program designed to assess and identify a student's reading strengths and weaknesses. Each student is provided targeted lessons to help fill learning gaps that exist. Literacy teachers will incorporate this resource during small group station work. This focus allows teachers to be more intentional in meeting the needs of all students.

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
ESA - 1.0 Title 1 - 1.0
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)
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