



Lincoln Junior High School

2026-2027

Building-Level Reflections and Strategic Plan

Data Summary - Current Reality

COMPREHENSIVE NEEDS ASSESSMENT: Lincoln Junior High School formed a School Improvement Leadership Team and analyzed the test scores from the 2025-2026 administration of the ATLAS Assessments. We examined the results for ALL STUDENTS and each subpopulation. We also 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 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 current reality, building systems, collaborative commitments, and expectations in order to see why our students are not achieving their potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

7th Grade ATLAS Summative Literacy Scores 2025-2026

Roster	Teacher	Total	Total						
			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35289		1054	Percent Count23%8.1K39%13.8K26%9K12%4.3K	38%	1054	Percent Count23%8.1K38%13.4K25%8.9K14%4.9K
District			1562		1066	Percent Count8%12523%35732%50337%577	69%	1066	Percent Count8%12124%37833%50935%554
School			390		1067 ± 1	Percent Count7%2821%8234%13138%149	72%	1067 ± 1	Percent Count7%2724%9232%12637%145

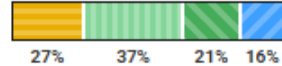
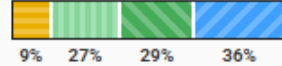
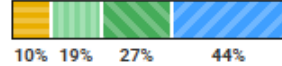
7th Grade ATLAS Summative Math Scores 2025-2026

Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34803		1056	 Percent Count 27% 29% 27% 17% 9.3K 10.1K 9.3K 6.1K	44%
District			1408		1070	 Percent Count 8% 17% 29% 46% 112 243 404 649	75%
School			360		1072 ± 1	 Percent Count 6% 19% 26% 49% 22 70 93 175	74%

8th Grade ATLAS Summative Literacy Scores 2025-2026

Roster	Teacher	Total	Total						
			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35529		1053	 Percent Count 23% 40% 26% 11% 8.3K 14K 9.2K 4K	37%	1054	 Percent Count 22% 39% 26% 12% 8K 13.9K 9.4K 4.3K
District			1548		1064	 Percent Count 7% 27% 35% 30% 111 424 541 472	65%	1064	 Percent Count 8% 28% 35% 29% 122 434 541 452
School			381		1065 ± 1	 Percent Count 7% 23% 38% 32% 27 87 145 122	70%	1064 ± 1	 Percent Count 7% 24% 40% 29% 27 90 152 112

8th Grade ATLAS Summative Math Scores 2025-2026

Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			27222		1053	 Percent Count: 27% 7.3K, 37% 10K, 21% 5.6K, 16% 4.2K	36%
District			824		1064 ± 1	 Percent Count: 9% 72, 27% 223, 29% 236, 36% 293	64%
School			227		1065 ± 1	 Percent Count: 10% 23, 19% 44, 27% 61, 44% 99	70%

Strength Areas

- Improved percentage of level 4 scores in both 7th and 8th grade ELA and Math from 2025 Cohort to 2026 Cohort
- Maintained higher percent proficient than State averages in all tested areas.
- Overall growth in average student scale scores in 7th grade ELA (3 points), 7th grade Math (2 points), 8th grade ELA (5 points), and 8th Grade Math (4 points)

Growth Areas

- 7th Grade math proficient percentage (74%) is less than district proficient percentage (75%) by 1%
- Enrichment opportunities for students who scored a level 4 on ATLAS.

District Goals

Bentonville Strategic Plan

- 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. Develop leadership effectiveness for coaching and assessing quality instruction in every classroom. Improve PLC processes.
- Refined Communication System: Execute a universal plan of school, district and executive communication to address parents, staff, & community. Develop a strategic internal communications plan.
- Safe & Collaborative Culture: School campuses and school activity facilities will have safe, inclusive and secure facilities and operations. District will provide needed resources and support for staff. Utilize staff expertise in setting goals and taking action.

Mission & Vision

Lincoln Junior High School will empower our student community to dream, lead, achieve, and serve.

P.R.I.D.E. (Passion, Respect, Integrity, Dedication, Excellence)

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	RESOURCES NEEDED	EVIDENCE
PLCs will meet to grow their students through instruction, assessment, data, referring students, data analysis, and remediation. PLC Leads will collaborate with District Instructional Specialists and Principals/Assistant Principals to create the most impactful viable curriculum and provide remediation for struggling students. In addition, every week, the RTI coalition will meet to discuss student needs that are based on the current status of the student's academic progress.	PLC Leaders, Interventionist, and Administrators	Through a formal process, PLCs will enlist the support of the RTI Coalition to provide additional academic, socio-emotional, and physical support for students needing it. This schoolwide partnership will use all available resources (Tiers 1-3) to provide the scaffolding and support to close the gaps between our achieving and our in-need-of-support students.	Time and interventionists	Our students' reading skills will increase by 5%. Our students' math skills will increase by 5%.

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	RESOURCES NEEDED	EVIDENCE
We will utilize methods such as School Status, Google Classroom, and Social Media to build our partnership and fully utilize all relationships with our parents and community. In addition, we will fully implement our parent engagement plan, which includes the following key components: supporting parenting, communication with parents and community, volunteering, learning at home, decision making, and collaborating with the community.	Counselors and Student Advocate	Process for social media content delivery Moving weekly announcements from emails to school status announcements	Time and content creators	Parent Feedback School status and social media engagement
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 STEPS	RESOURCES NEEDED	EVIDENCE
All PLCs will meet weekly to review ALL student data in regards to PLC common formative assessments, district common formative assessments, and district summative assessments. PLCs will create and implement a plan to adjust instruction time based on student data.	Administrators and PLC Leaders	Meet weekly Review Data Implement Plan	Time and common assessments	*Data from common assessments *Tier 2 and Tier 3 intervention sessions will address student deficits.

[Bentonville Schools Literacy Plan](#)

[Lincoln RTI Plan](#)

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

Title I funds are used to pay our Interventionist.

NSLA funds are used to provide additional reading support for disadvantaged students.

Additional Request for the district to consider:

Updated curriculum for Tier I and Tier II Literacy Intervention

***District - Additional Support/Considerations:**

On-site Academic coaches as needed.