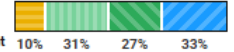
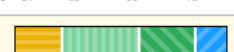
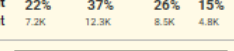




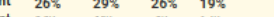
Old High Middle School 2026-2027

Building-Level Reflections and Strategic Plan

ATLAS Grade 5 ELA Summative Scores 25-26:

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution											
	ATLAS Grade 5 ELA Summative		ATLAS Summative	5	2025-2026 - ATLAS Summative	221	1064 ± 1 	 <table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>10%</td><td>21</td></tr><tr><td>31%</td><td>68</td></tr><tr><td>27%</td><td>60</td></tr><tr><td>33%</td><td>72</td></tr></tbody></table> 	Percent	Count	10%	21	31%	68	27%	60	33%	72
Percent	Count																	
10%	21																	
31%	68																	
27%	60																	
33%	72																	
State	ATLAS Grade 5 ELA Summative	ATLAS Summative	5	2025-2026 - ATLAS Summative	32820	1055 	 <table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>22%</td><td>7.2K</td></tr><tr><td>37%</td><td>12.3K</td></tr><tr><td>26%</td><td>8.5K</td></tr><tr><td>15%</td><td>4.8K</td></tr></tbody></table> 	Percent	Count	22%	7.2K	37%	12.3K	26%	8.5K	15%	4.8K	
Percent	Count																	
22%	7.2K																	
37%	12.3K																	
26%	8.5K																	
15%	4.8K																	
District	ATLAS Grade 5 ELA Summative	ATLAS Summative	5	2025-2026 - ATLAS Summative	1065	1064 	 <table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>10%</td><td>106</td></tr><tr><td>28%</td><td>298</td></tr><tr><td>31%</td><td>325</td></tr><tr><td>32%</td><td>336</td></tr></tbody></table> 	Percent	Count	10%	106	28%	298	31%	325	32%	336	
Percent	Count																	
10%	106																	
28%	298																	
31%	325																	
32%	336																	

ATLAS Grade 5 MATH Summative Scores 25-26:

 ATLAS Grade 5 Math Summative			ATLAS Summative	5	2025-2026 - ATLAS Summative	300	1067 ± 1 	 <table><tr><th>Percent</th><th>Count</th></tr><tr><td>10%</td><td>30</td></tr><tr><td>19%</td><td>58</td></tr><tr><td>26%</td><td>79</td></tr><tr><td>44%</td><td>133</td></tr></table> 	Percent	Count	10%	30	19%	58	26%	79	44%	133
Percent	Count																	
10%	30																	
19%	58																	
26%	79																	
44%	133																	
State	ATLAS Grade 5 Math Summative		ATLAS Summative	5	2025-2026 - ATLAS Summative	34196	1057 	 <table><tr><th>Percent</th><th>Count</th></tr><tr><td>26%</td><td>8.8K</td></tr><tr><td>29%</td><td>10K</td></tr><tr><td>26%</td><td>9K</td></tr><tr><td>19%</td><td>6.4K</td></tr></table> 	Percent	Count	26%	8.8K	29%	10K	26%	9K	19%	6.4K
Percent	Count																	
26%	8.8K																	
29%	10K																	
26%	9K																	
19%	6.4K																	
District	ATLAS Grade 5 Math Summative		ATLAS Summative	5	2025-2026 - ATLAS Summative	1452	1069 	 <table><tr><th>Percent</th><th>Count</th></tr><tr><td>9%</td><td>124</td></tr><tr><td>18%</td><td>255</td></tr><tr><td>28%</td><td>407</td></tr><tr><td>46%</td><td>666</td></tr></table> 	Percent	Count	9%	124	18%	255	28%	407	46%	666
Percent	Count																	
9%	124																	
18%	255																	
28%	407																	
46%	666																	



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ATLAS Grade 6 ELA Summative Scores 25-26:

ATLAS Grade 6 ELA Summative		ATLAS Summative	6	2025-2026 - ATLAS Summative	240	1066 ± 1	 Percent Count: 7% (17), 25% (61), 31% (74), 37% (88)
State	ATLAS Grade 6 ELA Summative	ATLAS Summative	6	2025-2026 - ATLAS Summative	33160	1055	 Percent Count: 22% (7.4K), 37% (12.3K), 27% (9K), 14% (4.5K)
District	ATLAS Grade 6 ELA Summative	ATLAS Summative	6	2025-2026 - ATLAS Summative	1188	1065	 Percent Count: 8% (92), 25% (292), 33% (388), 35% (416)

ATLAS Grade 6 MATH Summative Scores 25-26:

ATLAS Grade 6 Math Summative		ATLAS Summative	6	2025-2026 - ATLAS Summative	320	1069 ± 1	 Percent Count: 8% (25), 20% (63), 33% (104), 40% (128)
State	ATLAS Grade 6 Math Summative	ATLAS Summative	6	2025-2026 - ATLAS Summative	34428	1057	 Percent Count: 24% (8.2K), 31% (10.7K), 29% (9.8K), 17% (5.8K)
District	ATLAS Grade 6 Math Summative	ATLAS Summative	6	2025-2026 - ATLAS Summative	1529	1069	 Percent Count: 8% (118), 18% (280), 33% (511), 41% (620)



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ATLAS Grade 5 SCIENCE Summative Scores 25-26:

↓ ATLAS Grade 5 Science Summative		↑	ATLAS Summative	5	2025-2026 - ATLAS Summative	303	1068 ± 1 i	Percent Count: 9% (27), 18% (56), 30% (91), 43% (129)
State	ATLAS Grade 5 Science Summative		ATLAS Summative	5	2025-2026 - ATLAS Summative	33939	1058 i	Percent Count: 24% (8K), 33% (11.1K), 24% (8.3K), 19% (6.6K)
District	ATLAS Grade 5 Science Summative		ATLAS Summative	5	2025-2026 - ATLAS Summative	1455	1069 i	Percent Count: 9% (131), 20% (297), 30% (432), 41% (595)

ATLAS Grade 6 Science Summative Scores 25-26:

↓ ATLAS Grade 6 Science Summative		↑	ATLAS Summative	6	2025-2026 - ATLAS Summative	320	1073 ± 1 i	Percent Count: 6% (20), 19% (60), 24% (78), 51% (162)
State	ATLAS Grade 6 Science Summative		ATLAS Summative	6	2025-2026 - ATLAS Summative	34195	1057 i	Percent Count: 23% (7.7K), 35% (11.8K), 24% (8.2K), 19% (6.4K)
District	ATLAS Grade 6 Science Summative		ATLAS Summative	6	2025-2026 - ATLAS Summative	1533	1070 i	Percent Count: 7% (108), 22% (336), 27% (415), 44% (674)



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3 Year Data - 5th Grade

ELA Summative 5th Grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
4/17/2024	ATLAS Grade 3 ELA Summative	Spring 2024 - ATLAS Summative		1059 ± 1 ⓘ	17	30	29	24
5/8/2025	ATLAS Grade 4 ELA Summative	2024-2025 - ATLAS Summative		1061 ± 1 ⓘ	14	26	32	27
5/6/2026	ATLAS Grade 5 ELA Summative	2025-2026 - ATLAS Summative		1064 ± 1 ⓘ	10	30	27	33



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Math Summative 5th Grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/23/2024	ATLAS Grade 3 Math Summative	Spring 2024 - ATLAS Summative		1061 ± 1 	14	28	33	25
5/13/2025	ATLAS Grade 4 Math Summative	2024-2025 - ATLAS Summative		1067 ± 1 	9	19	33	39
5/7/2026	ATLAS Grade 5 Math Summative	2025-2026 - ATLAS Summative		1067 ± 1 	10	20	25	45



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Science Summative 5th Grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/24/2024	ATLAS Grade 3 Science Summative	Spring 2024 - ATLAS Summative		1066 ± 1 i	12	26	31	31
5/16/2025	ATLAS Grade 4 Science Summative	2024-2025 - ATLAS Summative		1066 ± 1 i	11	21	34	33
5/4/2026	ATLAS Grade 5 Science Summative	2025-2026 - ATLAS Summative		1068 ± 1 i	9	18	30	42



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3 Year Data - 6th Grade:

ELA Summative 6th Grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
3/15/2024	ATLAS Grade 4 ELA Summative	Spring 2024 - ATLAS Summative		1061 ± 1 ⓘ	15	26	33	27
5/6/2025	ATLAS Grade 5 ELA Summative	2024-2025 - ATLAS Summative		1063 ± 1 ⓘ	10	31	27	33
5/6/2026	ATLAS Grade 6 ELA Summative	2025-2026 - ATLAS Summative		1065 ± 1 ⓘ	7	27	32	36



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Science Summative 6th grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/15/2024	ATLAS Grade 4 Science Summative	Spring 2024 - ATLAS Summative		1066 ± 1 i	9	25	33	32
5/9/2025	ATLAS Grade 5 Science Summative	2024-2025 - ATLAS Summative		1066 ± 1 i	9	24	32	35
5/4/2026	ATLAS Grade 6 Science Summative	2025-2026 - ATLAS Summative		1073 ± 1 i	6	18	26	50



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MATH Summative 6th grade -

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/14/2024	ATLAS Grade 4 Math Summative	Spring 2024 - ATLAS Summative		1066 ± 1 i	10	23	35	32
5/7/2025	ATLAS Grade 5 Math Summative	2024-2025 - ATLAS Summative		1067 ± 1 i	8	26	27	38
5/7/2026	ATLAS Grade 6 Math Summative	2025-2026 - ATLAS Summative		1069 ± 1 i	8	18	34	40

DATA SUMMARY-CURRENT REALITY



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When looking at ATLAS proficiency data for two years 6th grade reading proficiency improved 8%. While 5th grade data is comparable, we only gained 1% in reading. While 5th grade went down 2%, 6th grade levels had a 9% growth that reached proficiency on the ATLAS math test. While the overall number seems the same we moved many level 3's to level 4's. We decreased level 3's from 33% to 25% and increased level 4's from 39% to 45%. 5th and 6th grade Life Science proficiency data was strong at 72% and 76%. This was a growth of 5% and 9%.

COMPREHENSIVE NEEDS ASSESSMENT: Old High Middle School formed the School Improvement Leadership Team and analyzed the test scores from the ATLAS summative tests given in May of 2026. We examined the results for ALL STUDENTS. The areas of strengths and weaknesses are listed below. 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, science, and math. We examined our routines, customs, norms, and expectations in order to determine the causal factors to this year's growth and increase our efforts to ensure our students continue to grow at an even higher rate. 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 (4) areas: Student Engagement, Culture for Learning, Knowledge of students, and Respect & Rapport. We will select interventions and use funds that put us in the best position to address those needs. We will utilize resources from Robert Marzano's New Art of Science & Teaching Strategies research as the foundation for all certified staff PGPs. Our master schedule ensures students who need access to Tier III literacy interventions get this through our Personal Learning Time (PLT) program and access to Tier II interventions through Knight Time. OHMS will be applying for the H.I.T grant for math tutoring of our bottom 25% to replace our Tier III math interventionist. The Knight Time block will continue to develop progress monitoring tools and HQIM for those students in Tier II interventions. Literacy standards will be double blocked into all Social Studies classes. While PLT offers Tier III literacy intervention, Technology and Wellness classes are also available. Our goal is to increase student growth and help each student achieve grade-level mastery, especially in Math and Literacy.



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STRENGTH AREAS:

5th grade Math - number and place value (1069 with 85% at or near proficient)
5th grade Science - Life Science (1067 with 84% at or near proficient)
5th grade ELA - Reading informational text (1067 with 88% at or near proficient)
6th grade Math - Number concepts and computations (1069 with 87% at or near proficient)
6th grade Science - Life Science (1076 with 92% at or near proficient)
6th grade ELA - Reading informational text (1073 with 92% at or near proficient)

Data driven RTI and PLC structures

All students have access to innovative and hands-on learning embedded in teaching and through **Exploratory Days**.

Four layers of instruction available for all students (Tier I, Tier II, Tier III, SPED)

Microcredentialing - the process of earning a mini-qualification that demonstrates competence, knowledge, or skills in a specific, highly targeted subject area.

GROWTH AREAS:

5th grade ELA

Literary Text - Compare and contrast similar themes of two or more texts of the same genre ([5.RC.10.RL](#))

5th grade MATH

Computation and Algebraic Reasoning - Use computational fluency to multiply multi-digit whole numbers by using strategies and algorithms, including the standard algorithm, with mastery by the end of 5th grade, (5.CAR.1)

5th Grade Science

Physical Science - Develop a model to describe that matter is made of particles too small to be seen. (PE-5-PS1-1)



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6th grade ELA

Reading Fundamental Vocabulary - Use general academic and content-specific words and phrases accurately (6.V.1)

6th grade MATH

Geometry & Measurement and Statistics & Probability - Determine which measure of variation (range or interquartile range) is more appropriate to describe the shape, justify the choice. (6.SP.6)

6th grade Science

Physical Science - Energy (DCI PS3), Construct, use, and present arguments to support the claim that the kinetic energy of an object changes, energy is transferred to or from the object. (PE 6-PS3-5)

Continue implementing research based instructional and behavioral intervention strategies.

Continue adding literacy minutes to the day through Social Studies with training from literacy specialists and hiring social studies teachers with literacy backgrounds.

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

- By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.
- **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 and community. Develop strategic internal communications plan. Create a social



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media best practices and code of conduct.

- **Safe, Caring & Supportive 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:

Old High Middle School mission is to promote high levels of student engagement through multi-sensory experience to increase depth of knowledge on essential learning and promote the OHMS vision.

Old High Middle School's vision is to promote a community that fosters and develops healthy life long learners, innovators, and problem solvers that contribute to their community. Along with the Bentonville Schools, Old High Middle School will lead learning through innovation, collaboration, and dedication.

Academic/Instr uctuonal RTI goal	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
Improve literacy and math scores to meet projected growth and performance goals on Summative ATLAS- focusing on our weakest	● Leslie Lyons ● Jason Brunner ● Megan Roberts ● Kim Krummen ● Cassie Hamaker ● Tina Hoisington ● Tiffany Bay	● Tier I levels of support such as HQIM- Savaas, pacing guides/ support documents and Lexia are provided to all teachers ● Schoolwide focus on incorporating teaching of weak areas in multiple subjects ie- pe, music, technology, and clubs. ● RTI team meets with the Core	● HQIM- Savaas, pacing guides/ support documents and Lexia ● RTI team spreadsheets, calendar invites, and protocol ● Common CFAs- district and school ● A Master Schedule that	● IXL Data ● ATLAS Interim Data ● End of Year Rtl Data/Actions/Rosters ● CFA Data ● Progress will be reported



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areas of performance on ATLAS Summative '25		Team Teachers each month to review individual student progress monitoring results • Staff must understand how the Master Schedule allows for daily Tier I, II, III, and sped support • Continued Tier III Dyslexia Support • Adding Literacy Minutes to the student schedule through social studies which will add literacy standards to their responsibilities • Teachers will make and give Common CFA- district and school developed to monitor and compare growth and achievement • Intervention plans based on standardized, classroom, common formative and summative assessments. • Incorporation of HQIM during Tier 2 Intervention block (KnightTime/PLT)	allows for daily Tier I, II, III, and sped support • Common plan time for Social Studies and Literacy Teachers • Use of the KnightTime/PLC committee to improve the quality of intervention instruction for both achieving and underachieving students using HQIM.	systematically through monthly RTI meetings.
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Communication/Engagement Goal	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



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OHMS in line with the district has a website to provide easy access to information that parents may need.	Leslie Lyons	The OHMS Parent Hub may only be links to checking their accessed using a @bentonvillek12.org students grades, email address attendance, community assistance, school store, and other information as needed.	Website HQIM homework and answer keys Weekly Team Newsletters	OHMS Website
OHMS shares online morning announcements each day. These include daily events, upcoming events, reminders, student rewards, state required Pledge of Allegiance and Moment of Silence. OHMS Homework procedures include communication weekly about assignments as well as answer keys for parents and tutorial videos.	Michelle Rowan Leslie Lyons	Morning Announcements are viewed by students, families and community members. Announcements are presented and edited by OHMS students. Administrators, Counselors, Community Members, and special guests are featured weekly in announcements. Weekly homework assignments are determined by PLCs and sent to parents in weekly Team Newsletters along with answer keys and tutorial videos posted to help parents help and guide their students successfully.		Morning Announcement on OHMS Student Hub Weekly Team Newsletters Data from report cards on homework completion PTO feedback on ease of homework completion.



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The Bentonville District will utilize <i>School Status</i> as a communication tool as a layer of protective monitoring for communications between schools, parents, and students.	Leslee Wright, Aaron Nickles, Leslie Lyons	The program is to be implemented by the Bentonville Technology Department.		
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PLC Goal	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 STEPS:What needs to be done?	RESOURCES NEEDED	EVIDENCE
100% of PLCs will commit to using student CFA data to implement effective engagement strategies	Leslie Lyons Jason Brunner Teresa Ellis-Stevens Tracy Kincy, Francie Weaver, Matthew Holtzen	OHMS has weekly PLC Master Schedule that allows each core team an opportunity to meet as a PLC meetings for each core with the administration and district grade level team. These specialist meetings are held on Wednesdays.. One building administrator and district specialist attend the meeting with the team of content teachers.		PLC Planning documents and PLC Agendas will be used to document data reviews- these will be reviewed by PLC Administrators Administrators will be present and engaged in all PLC meetings Meetings will utilize the OHMS PLC Agenda which is aligned to PLC best practices and the OHMS PLC Flow PLC Committee work will guide improvements towards the PLC Flow on individual PLCs



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Building PLC committee will meet twice per quarter to analyze efficiency and effectiveness of each PLC.	Leslie Lyons Jason Brunner Bonnie Pollock Faith Forrest Heather Rentscler Noel Dollard Fawn Perez Tiffany Bay	Quarterly meetings have been pre-set on the staff master calendar.		Committee will present a new note taking / resources keeper for PLC's to use that will become a one stop shop for teachers to access all their information used to plan and deliver high quality instruction.
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Literacy Plan - [Bentonville Schools Literacy Plan 2026-2027](#)

Master Literacy Plan - [Academic RTI Documents](#)

Because we know from the science of reading that Decoding x Language Comprehension = Reading Comprehension, these areas are the focus of literacy instruction at the middle level. For decoding, the emphasis is placed on multisyllabic words and morphology. Language comprehension is explicitly taught and practiced across grades 5-8, with emphasis on vocabulary, comprehension strategies, verbal reasoning, and syntax in increasingly complex texts. All students are assessed through a screening process to ensure grade-level mastery of reading skills, and interventions are used as appropriate to close gaps in decoding and/or comprehension



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- All teachers (except for our 1 new teacher) have been through the required RISE training. This teacher will be trained as soon as training dates are available.
- Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms. • Building PD for the year will focus on student engagement strategies and using common formative assessment data in PLCs to inform instruction and intervention. The first of these training sessions happened in August. Academic specialists will be conducting follow-up training in 3 faculty meetings throughout the year.
- Small group remediation in reading will be provided through KnightTime up to four days a week. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ATLAS, IXL, DAZE, Dibels, and Common Formative Assessments. This remediation will be provided by our literacy interventionist and specific literacy teachers who have been trained in SPIRE. The interventionist/ teachers will monitor student progress through scheduled assessments and make adjustments to remediation as necessary. All progress will be reported out monthly during RtI Meetings.
- Students who show weaknesses in informational text, literature, and/or vocabulary will receive targeted small group intervention through Knight Time and PLT from specific literacy teachers who develop lessons to target the skills necessary. This intervention will include RISE strategies.
- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas which will focus on RISE strategies and progress monitoring.

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

One literacy interventionist - district paid, One literacy interventionist - Title I funds, One math interventionist - NSLA funds

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



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- Opportunities to incorporate Micro-credentialing to increase student engagement and support our mission. This includes training.
- Literacy and Math specialists and Instructional facilitators to assist in training teachers outside of these subjects on incorporating our weak area topics into their classrooms.
- Support enforcing new board policy 4.20 on discipline

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

Insert link to meeting agenda/minutes example: [2025-26 OHMS Running Leadership Meeting Notes](#)