



**Ruth Barker Middle School
2026-2027**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

COMPREHENSIVE NEEDS ASSESSMENT:

Ruth Barker Middle School's School Improvement Leadership Team has analyzed test scores from the 2025-2026 ATLAS Assessment. We have looked at all students and all subpopulations, along with non-testing data such as: discipline, attendance, and longitudinal data. We looked at these data points to determine trends, growth areas and areas of strength. The data will help drive our instructional and remediation efforts along with how we structure our school day to ensure we are meeting the needs of ALL of our students. Our goal is to focus on student growth and move students from their current level of achievement to a higher level based upon the Spring 2027 ATLAS Assessment.

25-26 ATLAS SUMMATIVE ACHIEVEMENT TRENDS

Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart	Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart																				
5th Math	70	<table><tr><th>Percent</th><td>10%</td><td>19%</td><td>25%</td><td>45%</td></tr><tr><th>Count</th><td>25</td><td>48</td><td>64</td><td>114</td></tr></table>	Percent	10%	19%	25%	45%	Count	25	48	64	114	5th ELA	62	<table><tr><th>Percent</th><td>10%</td><td>28%</td><td>30%</td><td>32%</td></tr><tr><th>Count</th><td>26</td><td>71</td><td>74</td><td>79</td></tr></table>	Percent	10%	28%	30%	32%	Count	26	71	74	79
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5th Science	70	Percent 9% 21% 23% 47% Count 23 52 58 118				
6th Science	70	Percent 6% 25% 24% 46% Count 15 67 64 122				

STRENGTH AREAS:

- ELA overall achievement school wide went up 13% from 54 to 67, up 12% in math from 61 to 73%, and up 13% in science from 57% to 70%
- The overall number of students moving levels of proficiency in ELA, Math and Science increased in both grade levels

GROWTH AREAS:

- Although huge gains in all 3 areas, 5th ELA only grew one scale point and had a lower percentage of students scoring a 3 or 4 than they did in 4th grade.
- Although we saw a significant growth in our Low Socio-Economic Population, the gap between Low SES and general pop is still too wide.

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.
 - 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%.
- Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.
 - School Status, a universal communications platform, will be utilized for communication with families and students throughout the district.
- Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.

MISSION & VISION:

Barker's mission is to cultivate an internationally-minded community that fosters curiosity, integrity, and empathy. We are dedicated to nurturing resilient, respectful young scholars and inspiring a passion for learning. Through engaging units of inquiry, we embrace each student's unique potential with enthusiasm, ensuring their growth and development.

Academic Response to Intervention Goal	Lead Staff	Action Steps	Resources Needed	Evidence
PLCs will meet weekly to support student growth by standard. Teams will review formative and summative assessment data to identify students who need additional support and/or remediation. Additionally, each team will meet monthly to discuss student needs based on their current academic progress.	Eric Hipp Jennifer Bushong Kimber Jungles Sara Kissinger Andrea Solis	Daily provide intervention periods for both Math and ELA. Monthly- RTI team will meet to discuss alignment of services to student needs.	Interventionists Common assessment data Master Schedule to reflect time for RTI	ATLAS 2027 ELA growth of 5% ATLAS 2027 Math growth of 5%
Communication and Engagement Goal	Lead Staff	Action Steps	Resources Needed	Evidence
We will utilize platforms such as School Status, social media, and Google Classroom to ensure clear and consistent communication with families and the community. Additionally, we will partner with various community organizations as we implement the International Baccalaureate Programme. Finally, we will fully implement our Parent Engagement Plan, which includes the following key components: supporting parenting, communicating with parents and the community, encouraging volunteering, promoting learning at home, involving families in decision-making, and collaborating with the community.	Eric Hipp Jennifer Bushong Megan Kennedy	Teachers communicate grades through eschool and email. Administration communicates through School Status and Social Media. Monthly PTO meetings Open House- August 6, 2026 ● Fall Parent/Teacher Conferences- October 22nd and 27, 2026 ● Spring Parent/Teacher Conferences- February 18th and 23rd, 2027 ● What's Next Night February 8,	Training on School Status software.	Parent Feedback

		2027		
Professional Learning Community Goal	Lead Staff	Action Steps	Resources Needed	Evidence
All PLCs will meet weekly to review formative and summative assessment data to ensure all students are mastering grade-level standards. An intervention plan will be implemented for students who have not yet mastered the standards, as well as for those who are already on grade level and need enrichment. In addition, teams will collaborate weekly on interdisciplinary unit planning.	Administration and PLC Leaders	Weekly Meetings Review Data Intervention/Extension/Enrichment during Math and ELA PLT	Common assessment data ATLAS Interim and Summative Data	Tier 1, 2 and Tier 3 intervention sessions will address student deficits.

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.
• All teachers have been trained in RISE. Any new staff will be trained as soon as training is available. • CWTs to ensure RISE strategies are being used. • CWTs to ensure engagement and academic conversations are being used to increase levels of rigor. • Rtl: We have 30+ minutes of remediation and enrichment built in each day to address literacy for all students. • Dyslexia interventionists, literacy interventionist and literacy teachers target tier 2 and 3 students daily for specific remediation instruction. • All students have access to IXL and use this program on a daily basis both during and before school. • DAZE, DORF, ATLAS data used to help

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Two literacy interventionists paid for by a combination of District and Title 1 funds.
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)