



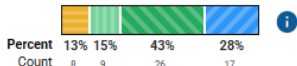
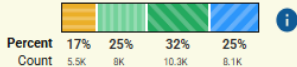
R. E. Baker Elementary

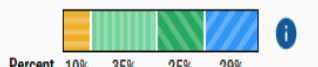
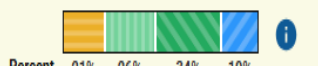
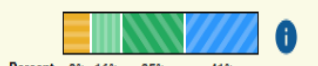
2026-2027

Building-Level Reflections and Strategic Plan

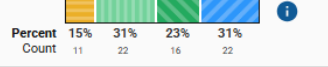
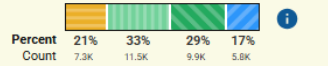
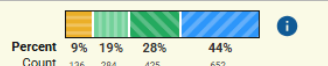
Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
↓ ATLAS Grade 3 Science Summative		ATLAS Summative	3	2025-2026 - ATLAS Summative	71	1062 ± 2 ⓘ	Percent Count: 20% 14, 25% 18, 28% 20, 27% 19
State	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	34375	1059 ⓘ	Percent Count: 21% 7.3K, 33% 11.4K, 28% 9.6K, 17% 6K
District	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	1496	1069 ⓘ	Percent Count: 10% 155, 21% 316, 30% 456, 38% 569

↓ ATLAS Grade 4 Science Summative		ATLAS Summative	4	2025-2026 - ATLAS Summative	70	1066 ± 2 ⓘ	Percent Count: 9% 6, 30% 21, 26% 18, 36% 25
State	ATLAS Grade 4 Science Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	35654	1058 ⓘ	Percent Count: 21% 7.6K, 34% 12.2K, 27% 9.6K, 17% 6.2K
District	ATLAS Grade 4 Science Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	1666	1067 ⓘ	Percent Count: 9% 155, 25% 415, 30% 507, 35% 589

↓ ATLAS Kindergarten Math Summative		^	ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	60	1066 ± 2 i	
State	ATLAS Kindergarten Math Summative		ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	31965	1063 i	
District	ATLAS Kindergarten Math Summative		ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	1424	1073 ± 1 i	

↓ ATLAS Grade 1 Math Summative		^	ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	48	1065 ± 2 i	
State	ATLAS Grade 1 Math Summative		ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	32628	1060 i	
District	ATLAS Grade 1 Math Summative		ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	1354	1070 i	

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
↓ ATLAS Grade 2 Math Summative		^ ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	51	1064 ± 3 i	Percent Count 18% 14% 39% 29% 9 7 20 15 i
State	ATLAS Grade 2 Math Summative	ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	33615	1059 i	Percent Count 22% 27% 30% 21% 7.3K 9.2K 9.9K 7.2K i
District	ATLAS Grade 2 Math Summative	ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	1472	1070 i	Percent Count 8% 15% 29% 48% 117 223 432 700 i

↓ ATLAS Grade 3 Math Summative		^	ATLAS Summative	3	2025-2026 - ATLAS Summative	71	1062 ± 2 i	
State	ATLAS Grade 3 Math Summative		ATLAS Summative	3	2025-2026 - ATLAS Summative	34487	1057 i	
District	ATLAS Grade 3 Math Summative		ATLAS Summative	3	2025-2026 - ATLAS Summative	1497	1068 i	

↓ ATLAS Grade 4 Math Summative		^	ATLAS Summative	4	2025-2026 - ATLAS Summative	70	1070 ± 2 ⓘ	 Percent Count: 4% 20% 30% 46% Count: 3 14 21 32 ⓘ
State	ATLAS Grade 4 Math Summative		ATLAS Summative	4	2025-2026 - ATLAS Summative	35773	1057 ⓘ	 Percent Count: 22% 31% 28% 19% Count: 7.8K 11.1K 10.2K 6.7K ⓘ
District	ATLAS Grade 4 Math Summative		ATLAS Summative	4	2025-2026 - ATLAS Summative	1666	1068 ⓘ	 Percent Count: 7% 20% 30% 42% Count: 122 337 500 707 ⓘ

↓ ATLAS Kindergarten Literacy Summative		^	ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	60	1067 ± 2 ⓘ	 Percent Count: 7% 18% 32% 43% Count: 4 11 19 26 ⓘ
State	ATLAS Kindergarten Literacy Summative		ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	31961	1062 ⓘ	 Percent Count: 11% 23% 39% 27% Count: 3.6K 7.3K 12.5K 8.6K ⓘ
District	ATLAS Kindergarten Literacy Summative		ATLAS Summative	KG	2025-2026 - ATLAS K-2 Summative	1422	1068 ⓘ	 Percent Count: 5% 13% 32% 50% Count: 69 178 460 715 ⓘ

↓ ATLAS Grade 1 Literacy Summative		^	ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	48	1065 ± 2 ⓘ	 Percent Count: 2% 33% 38% 27% Count: 1 16 18 13 ⓘ
State	ATLAS Grade 1 Literacy Summative		ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	32610	1059 ⓘ	 Percent Count: 11% 33% 39% 16% Count: 3.5K 10.9K 12.9K 5.3K ⓘ
District	ATLAS Grade 1 Literacy Summative		ATLAS Summative	1	2025-2026 - ATLAS K-2 Summative	1352	1066 ⓘ	 Percent Count: 5% 18% 46% 32% Count: 62 241 620 429 ⓘ

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
↓ ATLAS Grade 2 Literacy Summative		^ ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	51	1059 ± 3 ⓘ	Percent Count 22%31%27%20% 11161410
State	ATLAS Grade 2 Literacy Summative	ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	33612	1056 ⓘ	Percent Count 24%28%29%20% 8K9.3K9.7K6.6K
District	ATLAS Grade 2 Literacy Summative	ATLAS Summative	2	2025-2026 - ATLAS K-2 Summative	1473	1065 ⓘ	Percent Count 11%20%33%36% 164300483526

ATLAS Grade 3 ELA Summative		ATLAS Summative	3	2025-2026 - ATLAS Summative	71	1060 ± 2	
State	ATLAS Grade 3 ELA Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	34466	1055	
District	ATLAS Grade 3 ELA Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	1497	1063	

ATLAS Grade 4 ELA Summative		ATLAS Summative	4	2025-2026 - ATLAS Summative	70	1064 ± 2	
State	ATLAS Grade 4 ELA Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	35741	1056	
District	ATLAS Grade 4 ELA Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	1666	1063	

DATA SUMMARY-CURRENT REALITY

Identified as a school-wide Title I campus, RE Baker Elementary has the lowest enrollment among P-4 campuses in the Bentonville School System, following a trend of declining enrollment over the last 4 years. 51% of the 297 students in grades K-4 qualified for free or reduced lunch as of May 2026.

Data shows increases in students' achievement and growth over the last four years. R.E. Baker was recognized for being in the top 5% for growth in the state and earned a school letter grade of “A” for the 2024-2025 school year. R. E. Baker outperformed the district average for the percentage of students who met growth targets in ELA, Math, and Science.

What percentage of students met their growth targets in ELA, and how does it compare to the district and state?



What percentage of students met their growth targets in Math, and how does it compare to the district and state?



What percentage of students met their growth targets in Science, and how does it compare to the district and state?



Current building initiatives are focusing on learning environments and authentic feedback for students
The REBES campuses house the Excellent Beginnings' preschool program and the district's gifted and talented program for grades K-5.

COMPREHENSIVE NEEDS ASSESSMENT:

RE Baker Elementary conducted data trend analysis of academic achievement using results from quarterly formative assessments, local common assessment, ATLAS, and family engagement survey results.

We examined our instructional strategies, classroom structure/grouping, and classroom observation data. Based on data we have committed growth efforts to Tier I instruction, common assessments, approach to Response to Intervention, and professional development practices to better meet the needs of all our students.

Professional development will continue through the 25-26 school year in both Visible Learning and Conscious Discipline, partnering with district initiatives.

STRENGTH AREAS:

Data shows increases in students' achievement and growth over the last four years. R.E. Baker was recognized for being in the top 5% for growth in the state and earned a school letter grade of "A" for the 2024-2025 school year. R. E. Baker outperformed the district average for the percentage of students who met growth targets in ELA, Math, and Science.

38% of licensed staff has been trained in Conscious Discipline

GROWTH AREAS:

- 323 student discipline incidents.
- Only 19 individuals participated in the parents/guardians participated in Parent and Family Engagement Survey.
- Above 40% of students in grades 2, 3, and 4 participated in tiered interventions

DISTRICT GOAL(s): [Bentonville Strategic Plan 2025](#)

- By the end of the 2026-2027 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 2026 ELA Summative percentage of district students testing at levels 3 or 4 is 60%
- 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:

R.E. Baker Elementary School will create a learning environment that fosters learning and develops compassionate and contributing citizens through purposeful instruction. We are committed to our vision: Success for ALL: Educate, Equip, Empower

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 support 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?)
By the end of the 2026-2027 school year, R.E. Baker will implement a	Lori Knight Lindsay Lookadoo Ashleigh Dewey Andrea Skaggs Teresa Bailey	All students will be assessed monthly according to literacy screeners and assessments outlined in	Dedicated Time on PLC Rotation for RTI Meetings. Case Managers - Time to meet	Success will be measured by identifying intervention needs of students and progress monitoring of intervention to close academic gaps to ensure

high-fidelity Response to Intervention (RTI) framework. Using data from monthly screenings, we will identify and support students requiring Tier II and Tier III intervention, with the objective of reducing the percentage of students performing below grade-level benchmarks and accelerating individual academic growth.		district assessment calendars per grade level. These assessment systems will provide timely results in order to intervene early and often with the students for improved performance. Any student with two data points not on grade level will be flagged for intervention, decided at scheduled RTI meetings. Intervention, progress monitoring tool, and progress monitoring frequency will be outlined at these meetings.		success on grade level material. Percentages of students identified as scoring below grade-level benchmarks will decrease.
		RTI Case Managers will meet with each team monthly and discuss every student per grade level. They will discuss the most recent data surrounding quarterly literacy assessments and screeners. They will also monitor intervention progress for both Tier II and Tier III students. The teacher who provides intervention for each		

		student, as outlined in the case manager document, will update the team each month on the progress of intervention, and that data is reflected in students' IRPs and MIPs		
		Case Managers will meet monthly to review progress notes from each grade level to ensure all progress monitoring is up to date and students are receiving the correct intervention. This committee will help determine when the students should move up or down in tiered intervention and if further diagnostic testing is necessary.		
Refined Communication Smart 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 the 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?)
By the end of the 2026-2027 school year, R.E. Baker will	Lori Knight Tracy Smart Ashleigh Baxter REB Classroom Staff	Grade-level teachers' communication goes out each week with information about what will be covered in class	• Parent Survey • Newsletter templates • School and District Calendars • Thrillshare • Email	Parent surveys should show satisfaction with communication from teachers and administration. We will have an increase in our percentage of

establish a stronger home-school partnership through consistent, actionable communication. We will provide weekly updates on learning targets and monthly resources for home support, aiming to increase parent survey satisfaction and demonstrate student progress toward mastery as tracked in Otus.		for that week. Administration monitors this communication weekly. Parents will receive a Year at Glance REBES Events.	Events document	parents who feel they are given the appropriate tools and suggestions on how to help their students at home
	REB Classroom Teachers	Monthly newsletter produced with short teacher tip videos. Each grade level chooses a math or reading strategy to create a video for parents to be able to follow to practice with their child.	Professional development opportunities on embedded formative assessments and systematic evidence collection across grade levels.	Classroom Newsletters Email (Thrillshare) Tuesday Folders
	Lori Knight	Administration monitors Otus updates weekly to guarantee updates are	Dedicated time for PLCs to determine and create short instructional strategies to share with parents.	

		being made regularly to guarantee parents can track progress toward mastery on grade-level standards		
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Throughout the 2026-2027 school year, Professional Learning Communities will meet weekly to analyze grade-level Math and Literacy data. By utilizing the four PLC questions, grade-level teams will collaboratively refine instructional strategies to increase student mastery of essential standards and improve outcomes for students receiving Tier II and Tier III support.	Lori Knight Grade Level PLC's Math and Literacy Coaches Behavior Intervention team RTI Team	Establish schedule: Math PLC Literacy PLC Response to Intervention - Academic Response to Intervention - Behavior	Coaching to increase teacher capacity for learning target proficiency.	PLC Surveys will show an increased understanding of learning target proficiency.
		During planning, teams identify essential standards to track	Professional Development to assess and provide feedback to students to make instructional moves and decisions quickly.	Increase in students' mastery of common formative assessments.

		formatively and have discussions in Math and Literacy using the 4 PLC questions.		
		Facilitate instructional conversations to guarantee student mastery of essential standards/learning targets		

Literacy Plan - Bentonville Schools Literacy Plan 2026-2027
Master Literacy Plan - District Literacy RTI Flowchart

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Title I funds will be used to provide 80% of the salary for 1.0 FTE who provides math and literacy intervention.
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)
Insert link to meeting agenda/minutes example: REBES Leadership PLC Agenda