



The International School at Mary Mae Jones
2026-2027
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

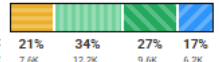
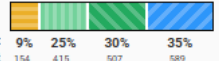
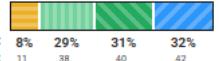
4th Grade Summative Literacy Scores 2025-2026

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35649		1056	 Percent Count: 23% 8.2K, 36% 12.7K, 26% 9.2K, 16% 5.9K	41%	1055	 Percent Count: 24% 8.7K, 35% 12.4K, 24% 8.9K, 17% 6.1K
District			1664		1063	 Percent Count: 10% 165, 29% 485, 30% 506, 31% 508	61%	1063	 Percent Count: 12% 199, 29% 487, 27% 448, 32% 530
School			131		1062 ± 1	 Percent Count: 11% 15, 32% 42, 29% 38, 27% 36	56%	1061 ± 1	 Percent Count: 14% 18, 34% 44, 27% 35, 26% 34

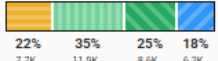
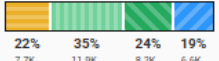
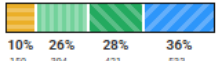
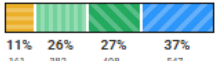
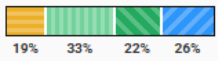
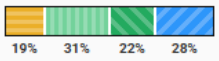
4th Grade Summative Math Scores 2025-2026

		total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35762		1057	 Percent Count: 22% 7.8K, 31% 11.1K, 28% 10.2K, 19% 6.7K	47%
District			1664		1069	 Percent Count: 7% 120, 20% 337, 30% 500, 42% 707	73%
School			131		1065 ± 1	 Percent Count: 9% 12, 32% 42, 27% 35, 32% 42	59%

4th Grade Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35640		1058 <i>i</i>	 Percent Count: 21% 7.6K, 34% 12.2K, 27% 9.6K, 17% 6.2K	44%
District			1665		1067 <i>i</i>	 Percent Count: 9% 154, 25% 415, 30% 507, 35% 589	66%
School			131		1065 ± 1 <i>i</i>	 Percent Count: 8% 11, 29% 38, 31% 40, 32% 42	63%

3rd Grade Summative Literacy Scores 2025-2026

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			34432		1055 <i>i</i>	 Percent Count: 22% 7.7K, 35% 11.9K, 25% 8.6K, 18% 6.2K	43%	1055 <i>i</i>	 Percent Count: 22% 7.7K, 35% 11.9K, 24% 8.2K, 19% 6.6K
District			1498		1063 <i>i</i>	 Percent Count: 10% 150, 26% 394, 28% 421, 36% 533	64%	1064 <i>i</i>	 Percent Count: 11% 161, 26% 382, 27% 408, 37% 547
School			123		1058 ± 2 <i>i</i>	 Percent Count: 19% 23, 33% 41, 22% 27, 26% 32	48%	1059 ± 2 <i>i</i>	 Percent Count: 19% 23, 31% 38, 22% 27, 28% 35

3rd Grade Summative Math Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34480		1057	 Percent Count: 21% 7.3K, 33% 11.5K, 29% 9.9K, 17% 5.8K	45%
District			1499		1068	 Percent Count: 9% 136, 19% 285, 28% 425, 44% 653	72%
School			123		1062 ± 2	 Percent Count: 17% 21, 31% 38, 23% 28, 29% 36	52%

3rd Summative Science Scores 2025-2026

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34362		1059	 Percent Count: 21% 7.3K, 33% 11.4K, 28% 9.6K, 17% 6K	45%
District			1498		1069	 Percent Count: 10% 155, 21% 317, 31% 457, 38% 569	68%
School			123		1062 ± 2	 Percent Count: 15% 18, 34% 42, 27% 33, 24% 30	51%

COMPREHENSIVE NEEDS ASSESSMENT: The International School at Mary Mae Jones is entering its third year as an International Baccalaureate Primary Years Programme (IB PYP) candidate school. In April 2026, the school completed the official IB Verification visit and anticipates receiving full authorization during the summer of 2026. This milestone represents a significant advancement for both the school and the Bentonville School District, as TIS serves as the foundational component of a comprehensive K–12 International Baccalaureate continuum that

extends beyond the district's established high school IB program. Through the implementation of the PYP framework, students are developing critical thinking, inquiry-based learning skills, intercultural understanding, and global awareness that align with the mission and philosophy of the International Baccalaureate organization.

As a parent-choice school, TIS has experienced sustained enrollment growth over the past several years, resulting in the campus operating at or near capacity for the past two school years. Current projections estimate an enrollment of approximately 670 students for the 2026–2027 school year. This growth reflects increasing community interest in a rigorous academic program grounded in inquiry, multilingual learning opportunities, and globally focused instruction.

Throughout the 2025–2026 school year, the instructional leadership team intentionally focused on strengthening the integration of IB philosophy and practices within core curricular resources, including CKLA and Eureka Math. As a result, students experienced increased opportunities for authentic inquiry, collaboration, reflection, and conceptual understanding across content areas. Teachers incorporated learner profile attributes, transdisciplinary connections, and student-centered instructional strategies into daily lessons, resulting in higher levels of student engagement and ownership of learning. As faculty members continue to deepen their understanding and implementation of the PYP framework, the school anticipates continued growth in students' analytical thinking, academic discourse, and global-mindedness.

Additionally, TIS continues to prioritize multilingual learning through daily Spanish instruction for all students. To increase rigor, alignment, and instructional consistency across grade levels, the school will implement a new Spanish language instructional resource during the upcoming school year. This resource will support standards-based language acquisition while further strengthening students' communication skills and cultural competency.

The instructional leadership team at TIS conducted a comprehensive analysis of multiple data sources, including Atlas assessment results and classroom walkthrough data, to identify instructional trends and areas for growth. Analysis revealed a need to increase student engagement through higher levels of academic discourse, purposeful student talk, and consistent implementation of student-centered instructional practices. Data also indicated that behavioral disruptions were at times limiting instructional effectiveness and reducing opportunities for sustained learning. Furthermore, the school identified inconsistencies in Tier 1 core instruction, resulting in an overreliance on intervention services and RTI supports to remediate learning gaps that could be addressed through stronger initial classroom instruction.

In response to these findings, TIS is implementing several targeted improvement initiatives. The school is revising its behavior management systems and expectations to ensure classrooms remain safe, structured, and conducive to learning for all students. In addition, building-wide professional development has focused on instructional strategies such as “talk moves” and “hands-down conversations” to increase student participation, collaboration, and accountable academic talk. These strategies will remain a continued focus throughout the upcoming school year.

To further support instructional improvement, the school's walkthrough and feedback tools are being refined to specifically monitor student engagement, classroom culture, behavior systems, and fidelity of IB implementation. These tools will provide actionable feedback to teachers and support continuous improvement in instructional practices.

Finally, the school is revising its Response to Intervention (RTI) framework to ensure a stronger emphasis on high-quality Tier 1 instruction and data-driven intervention practices. Student groupings during WIN (“What I Need”) time will be strategically developed using assessment data and progress-monitoring measures to target specific academic needs. Interventionists and classroom teachers will engage in ongoing collaboration to communicate student progress, instructional strategies, and classroom supports. Professional Learning Community (PLC) time will also be leveraged more intentionally to analyze student data, identify learning gaps, and develop targeted instructional responses designed to improve student achievement outcomes across all tiers of support.

STRENGTH AREAS/ GROWTH AREAS:

One of the school’s greatest strengths this year was the successful completion of our International Baccalaureate Organization authorization visit, which marked a major milestone in our continued growth as an IB PYP school. The feedback from the visiting team affirmed the strong foundation that has been established in a relatively short period of time. While a few minor areas for refinement were identified as part of the authorization process, the overall visit highlighted the school’s commitment to developing a strong culture of inquiry, international-mindedness, and student-centered learning. Based on the feedback received, we anticipate receiving official authorization over the summer.

Another significant strength this year was the noticeable growth in teachers’ understanding and implementation of the IB framework within daily instruction. Teachers increasingly incorporated inquiry-based learning experiences into classrooms and intentionally embedded key IB components such as Learner Profile attributes, Approaches to Learning (ATL) skills, student agency, and conceptual learning throughout the school day. As a result, students were more actively engaged in questioning, investigating, collaborating, reflecting, and making meaningful connections across content areas. This shift toward authentic inquiry has helped strengthen both student engagement and ownership of learning.

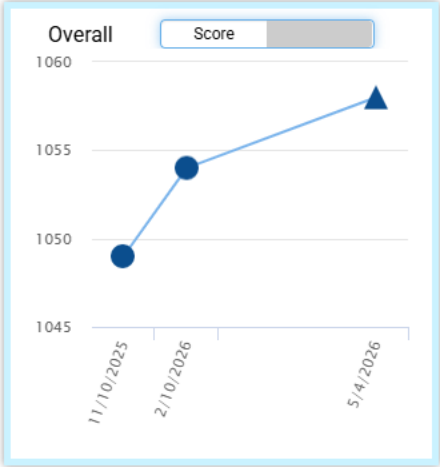
The school also expanded opportunities for authentic learning experiences beyond the classroom walls. Many grade levels utilized field experiences, community connections, and real-world applications to deepen student understanding and make learning more meaningful. These experiences supported the transdisciplinary nature of the IB Primary Years Programme and allowed students to apply their learning in relevant and engaging ways. While this was an area of growth across the school, 2nd and 3rd grades will continue to focus on increasing and strengthening authentic learning opportunities during the next school year to ensure consistent implementation across all grade levels.

In the graphs below, the Atlas data of the past two years show that while students have made growth, there is a decline this year. The 4th grade data shows a two year score longitudinal report. While students are growing, the rate of their growth and achievement percentage is lower this year. We are proud of the growth that our school makes, but we feel like we fell short this year compared to last. The data team noted that some of the piloted lessons for writing were not used this year and replaced by Gap lessons. The previous lessons were more effective for our students. Teachers should continue to utilize math manipulatives to ensure students are clearly understanding the concepts being taught.

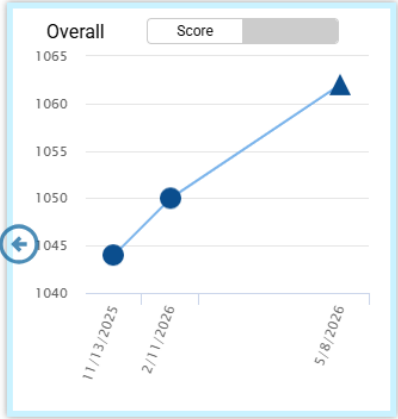
3rd Grade Summative Comparison

	24-25	25-26
Math	55%	52%
Science	53%	51%
ELA	52%	48*%

2025-2026 Literacy Longitudinal Report



2025-2026 Math Longitudinal Report



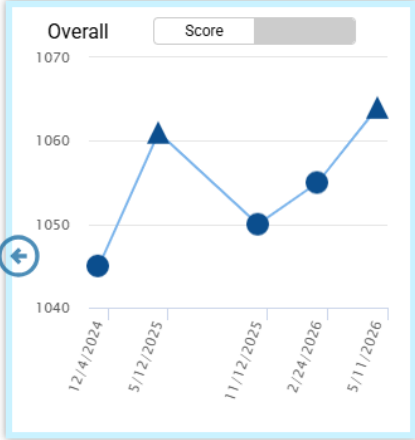
4th Grade Summative Comparison

	24-25	25-26
Math	68%	59%
Science	66%	63%
ELA	61%	56%

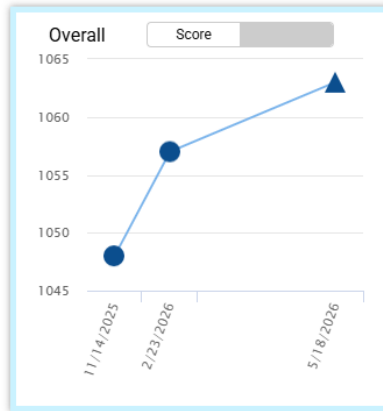
2025-2026 Literacy Longitudinal Report



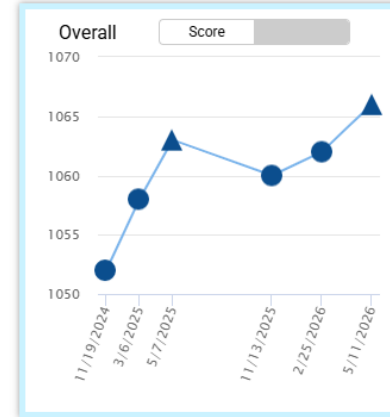
2025-2026 Math Longitudinal Report



2025-2026 Science Longitudinal Report



2025-2026 Science Longitudinal Report



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:

Mission: Through inquiry and strong relationships, The International School at Mary Mae Jones develops internationally minded learners who pursue excellence, embrace diversity, take meaningful action with integrity, and demonstrate compassion in a global society.

Vision: To ensure high levels of learning for each student.

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: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By August 20, 2026, 100% of students (first-fourth grade) will be identified, tested and supported with a multi-tiered system of support for 60 minutes daily, for five days a week in order to provide additional instruction for students who have not yet mastered the identified essential standards, as well as extending standards for students who have shown mastery of those standards on	DeWitt, Schriner,Caldwell, Coaches	By September, August 13, grade-level teams will identify students based on data and assign appropriate interventions based on the standards established by the team. Teachers will document intervention strategies, progress toward mastery, and next steps inEdPlan.	• Data spreadsheets for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level. • Grade-level assessment data cards which include - state-required Literacy assessments & screeners, common CKLA formative assessment data and ACT Aspire data when applicable. Grade-level assessment data cards which include the following common formative assessment data, MDP & ASP data, ACT Aspire data when applicable. • Students will be grouped by skill level according to need and receive at least 25 minutes of WIN time daily for literacy. • Students will be progress monitored every 2 to 4 weeks.	Each student will travel to their targeted intervention during his or her grade-level WIN time. A grade-level spreadsheet with ATLAS Reading and ATLAS Math screener data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each Level (1,2,3,4) will be monitored. The percentage of students scoring aLevel 3 and 4 will increase over the course of the school year.

common formative assessments.			● Building Academic RTI meetings will meet at least quarterly. ● Intervention resources and training for IAs to implement interventions will be provided. ● Continued extension of grade-level standards training for certified teachers. ● In May of 2027, data will be reviewed to determine if additional Tier 2 and/or Tier 3 data needs to be added or Continued.	
		Building Academic RTI Team and Instructional Leaders will complete a fidelity check by examining WIN data spreadsheets to ensure current systems are working and sustainable while ensuring our schoolwide RTI program is efficient, effective, and equitable.	● Building schedule ● RTI flow chart ● Training notes	The Administration team will work with our Building Academic RTI Team to evaluate student progress while in intervention.
		ESE will hold a school-wide academic RTI meeting to identify students who might need a more intensive instructional plan. ESE will use BOY PLC time to examine students who	● District benchmark scores for BOY assessments. ● RTI Literacy Flowchart ● RTI Math Flowchart	Students in need will be moved to the appropriate tier based on data and classroom work samples. Each tier will provide individualized instruction that has been targeted to meet the students' needs.

		have already been identified as Tier II or Tier III, and to analyze BOY assessments to determine other students who are not making adequate growth.		
		By September 20th, grade-level teams will identify a SMART goal targeting an instructional area of focus that will drive intervention groups. Data will be collected and SMART goals will be monitored and adjusted quarterly based on data.	• Grade-level assessment data cards. • Intervention resources • Training for IAs to implement interventions. • PLC Agendas • Common Formative Assessment Data graphs	Grade-level teachers will identify pre and post-data at the start and end of their SMART goal.
Data folders for all students will be reviewed in Nav. Time to determine students who have been identified in need of intervention in level by August 20 By August 27, 100% of parents of students on behavior plans will attend an in person meeting	Smith, DeWitt, Simmons, Parker	By August 20th, data folders for all students will be reviewed to Determine students who have been identified in need of intervention in the previous grade level. Tier 2 behavior plans will be reviewed by the teacher and the assistant principal. Building Behavior RTI meetings will meet at least quarterly. By Sept.	Tier 2 and Tier 3 behavior intervention plans Provide monthly trainings in Conscious Discipline. Provide training for students and staff for use of the de-escalation room. Collect data of student discipline incidents. Provide teacher training for behavior phone calls with parents.	Behavior data is monitored and uploaded for students. The Assistant Principal will track and graph the data for Tier 2 plans. The AssistantPrincipal will work in collaboration with The psych examiner to Track and graph Tier3 plans. There will be a decline in behavior incidents. We will maintain our recognition of positive student

regarding behavior goals for the school year. By September 11, 2026, 100% of the students currently identified as a student in need of tiered support in the area of behavior will receive Intervention through care room teaching, small group lessons, reteaching in class, reteaching by AP Tier 2 behavior plans will be reviewed by the teacher and the assistant principal. Building Behavior RTI meetings will meet at least		3rd, the Assistant Principal will provide staff with training on the district Progressive discipline plan and our building consequence matrix.		behavior through an increase in PBIS points while maintaining the number of Positive Owl Awards issued this year in comparison to the 2024-2025 school year.
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quarterly. By Sept. 3rd, the Assistant Principal will provide staff with training on the district Progressive discipline plan and our building consequence matrix.				
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?)
Principal and teachers will continue weekly communication via School Status Connect to communicate upcoming events and important academic information. By May 25,2026, TIS teachers and staff will	DeWitt, Teaching staff	Communicate expectations for teacher communications during fall PD. Create and send informal parent survey by January 15 to get a baseline of parent perception of communication.	PD plans for communication expectations Survey designed to share with parents.	Teachers share examples of parent communication by Mid-year review meeting. Survey results examined by parents survey.

communicate effectively to meet the needs of all students by maintaining 97% of Parents agreeing/strongly agreeing that we are effectively communicating as measured on the end-of-year district parent survey.				
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>			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By December 18, 1-4th grade levels will have created and implemented 3 IB units of inquiry, including teacher reflection.	Schriner, Coaches, DeWitt	Review expectations for: • Central idea • Lines of inquiry • Key concepts • ATL skills • Learner Profile attributes	Units of inquiry planning documents, district pacing and assessment plans, instructional calendar.	Admin Walkthrough observations, Teacher coaching cycle data Teacher to teacher observation rounds.

		• Inquiry-based learning experiences Provide examples of strong Units of Inquiry and planning templates.		
By May 15, all grade levels will have created and implemented all units of inquiry including teacher reflection.	Schriner, Coaches, DeWitt	Review expectations for: • Central idea • Lines of inquiry • Key concepts • ATL skills • Learner Profile attributes • Inquiry-based learning experiences Provide examples of strong Units of Inquiry and planning templates.	Units of inquiry planning documents, district pacing and assessment plans, instructional calendar.	Admin Walkthrough observations, Teacher coaching cycle data Teacher to teacher observation rounds.
100% of teachers will implement the new science curriculum within the inquiry model to meet both IB and curricular requirements.		Integrate training for this curriculum within planning meetings. Identify non-negotiables for implementation of curriculum. Review characteristics of inquiry-based science	• IB Unit of Inquiry planners/templates • District science curriculum guides • Arkansas science standards documents • Scope and sequence documents • Collaborative planning protocols and agendas	Admin Walkthrough observations, Teacher coaching cycle data Teacher to teacher observation rounds.

		instruction within the IB PYP framework. Support teachers in: • Developing student questioning • Facilitating investigations and exploration • Encouraging student agency and reflection • Integrating conceptual understanding into science lessons	• Vertical alignment documents	
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Literacy Plan: [Bentonville Schools Literacy Plan 2025-2026](#)

[Academic RTI Plan](#)

The International School at Mary Mae Jones- [Literacy Plan](#)

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

TIS utilizes a leadership team to determine the best use of supplemental purchases to further support TIS students and staff.

- Our three interventionists are paid via Title 1 Funds
- We also utilize Arkansas School Recognition Program funds to purchase supplies and training for our staff.

- We also use these funds for Conscious Discipline training for our staff in order to strengthen emotional regulation learning of our students.

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

IB teacher training purchases

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

Insert link to meeting agenda/minutes example: [Link](#)