



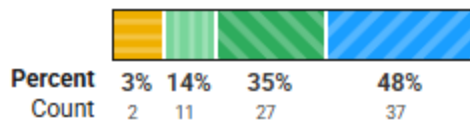
Thomas Jefferson Elementary School

2026-2027

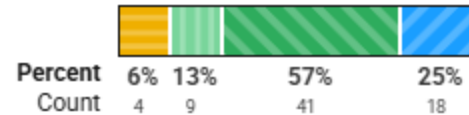
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

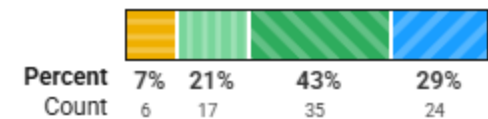
Kindergarten Literacy: 83% Proficient



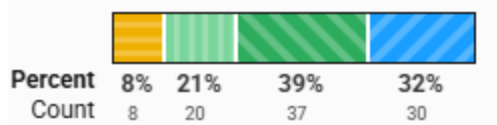
1st Grade Literacy: 82% Proficient



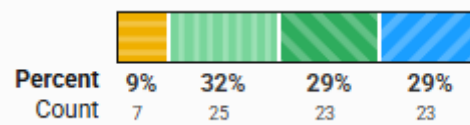
2nd Grade Literacy: 72% Proficient



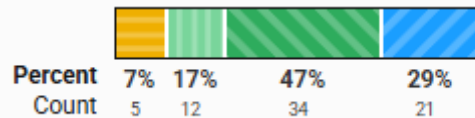
3rd Grade ELA: 71% Proficient



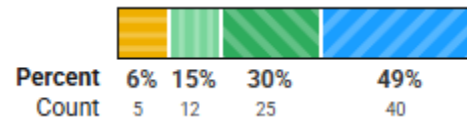
4th Grade ELA: 58% Proficient



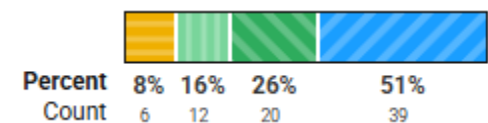
Kindergarten Math: 77% Proficient



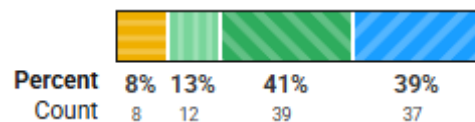
1st Grade Math: 76% Proficient



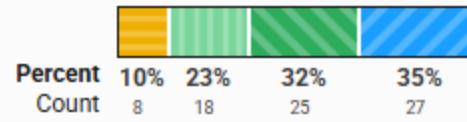
2nd Grade Math: 79% Proficient



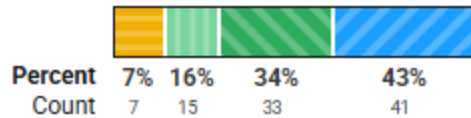
3rd Grade Math: 80% Proficient



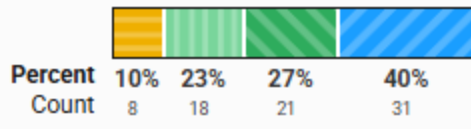
4th Grade Math: 67% Proficient



3rd Grade Science: 77% Proficient



4th Grade Science: 67% Proficient



COMPREHENSIVE NEEDS ASSESSMENT:

TJLA PLC teams and the Guiding Coalition team have been analyzing ATLAS summative data as it has become available in the Spring of 2026. TJLA staff also reviewed data in April from the annual Measurable Results Assessment that TJ gives annually as part of our leadership academy focus. Teams are reflecting on instructional practices that resulted in positive growth. Administrators and instructional coaches are meeting with teams to celebrate the growth and achievement observed as well as begin to identify and consider the next steps for continued growth and continued achievement into the next school year. The administrators will also set up individual data meetings with teachers to evaluate their individual data and help to determine individual goals for the upcoming school year.

TJLA was named a Promising Practices PLC school by Solution Tree in the 25-26 School Year. TJLA will continue to focus on a schoolwide Professional Learning Community (PLC) culture that is dedicated to ensuring growth and success for every student, with the goal of becoming a PLC Model School in the future. Grade levels will continue to set Wildly Important Goals (WIGs) and will implement data-informed PLC practices to guide instructional decisions and meet the needs of all learners. Instructional coaches, interventionists, ESL staff, and special education teachers will support data analysis, instructional planning, and collaborative decision-making. Teachers will also engage in ongoing coaching and peer collaboration across content areas to foster continuous professional growth. Instructional planning will be guided by district and state assessment data to ensure instruction is targeted and effective. Grade level teams will also implement the use of proficiency scales in the upcoming school year to ensure consistency and accurate grade level expectations of proficiency or mastery. Instructional coaches and administrators will support staff with the use of proficiency scales and deepening their understanding of them.

STRENGTH AREAS:

Literacy

- Grades K & 1 are above 80% proficient.
 - Kindergarten had a 5 point increase in percent proficient as compared to the 24-25 school year.
 - First grade had a 15 point increase in percent proficient as compared to the 24-25 school year.
- Grade 2 & 3 Literacy are above 70% proficient.
 - Second and Third both had a 16 point increase in percent proficient as compared to the 24-25 school year.
- 4th grade had a 3 point increase in percent proficient as compared to the 24-25 school year.

Math

- Grades K-3 Math are above 75% proficient
 - Third grade had a 30 point increase in percent proficient as compared to the 24-25 school year.
- Grade 4 Math is above 65% proficient. This is a 4 point increase from the percent proficient in the 24-25 school year.

Science

- Grade 3 Science is above 75% proficient. This is a 20 point increase in percent proficient from the 24-25 school year.
- Grade 4 Science is above 65% proficient. This is an increase of 4 points from the percent proficient in the 24-25 school year.
- The percentage of students scoring a Level 1 on any subject and in any grade was at or below 10%.

GROWTH AREAS:

- Literacy achievement for 4th grade
 - Shift the majority percentage from level 2 to level 3 in literacy
- While math and science in 4th grade have both improved, proficiency rates are still lower than in the previous grade. It will be important to focus on these subjects as well to ensure students are meeting or exceeding their expected growth from third to fourth grade.
- School Goal: By the end of the 26-27 school year, 65% of fourth grade students will score a level 3 or 4 on the summative literacy test.

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:

Thomas Jefferson Leadership Academy will inspire our students to be lifelong learners who will lead and spark change in their community.

Thomas Jefferson Leadership Academy will empower our student leaders to be TIGERS that...

Take Initiative

Include Others

Grow as Learners
 Exhibit Integrity
 Respectfully Collaborate
 Serve our Community

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?)
The TJLA staff will have a vertical team in place to support response to intervention in both academics and behavior. By the end of the 26-27 school year, each team will have met a minimum of three times to evaluate student data and determine next steps for targeted intervention to support student growth. By intentionally meeting and reviewing data to determine next steps of support,	Academic -Emily Carlson -Instructional Coaches -School Psych or Sped Representative -Vertical Academic RTI Team Behavior -Susie Cates -Counselor -School Psych or Sped Representative -Vertical Behavior RTI Team	-Send out staff committee sign up for the 26-27 school year. -Set vertical meeting dates for each vertical team. -Determine what spreadsheet or document will be used to track student progress and changes to intervention for both academics and behavior throughout the year. -Create the tracking tool if not been made. If already made, update it for the new school year.	-Spreadsheet for sign-up. Staff members across grade bands willing to support -Staff Calendar for 26-27 School Year -Spreadsheet to track notes for RTI adjustments throughout the year.	-Meeting dates will be tracked on the staff calendar and spreadsheet. Success will look like a minimum of three dates on the calendar for both teams and for those teams to actually meet for that frequency in the year. -Progress in intervention over the course of the year will be documented in the agreed upon spreadsheet/tracking tool. Success will look like a decrease in the number of students needing intervention support as a whole and/or a decrease in the level of intervention support needed (i.e. moving from tier 3 support to just needing tier 2 support)

the TJLA staff will see a decrease in the number of students in need of intervention support and/or the level of intervention required for a student will decrease (i.e. student may go from needing tier 3 support to tier 2 support).				
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?)
By May 2026, TJLA will provide families with at least 6 leadership resources that extend the learning and school-wide focus on leadership to the home environment. These will be handed out in person when families come for	-Emily Carlson -Susie Cates -Lacie Moore	-Send out a monthly newsletter. -Identify leadership resources to include in the monthly newsletter. -Have hard copies of leadership resources available for families to take home when they come to school events throughout the year.	-Leadership Resources for Home -Franklin Covey: Leader in Me website -School Status Platform & Smore website for sending newsletters	-Evidence of leadership resources provided. (i.e. a list of spreadsheet that has them linked or noted)

events throughout the year like the Back to School Kickoff and conferences and/or included in the monthly newsletter that goes out to families to keep them up to date on the learning and activities taking place at TJLA.				
By May 2026, TJLA staff will have conducted at least 9 student focus groups to provide students with an opportunity to share ideas about our school and assist in decision making at TJLA. As a result of these intentional opportunities to have student voice, students will grow in their sense of empowerment within our building. This growth will be evidenced through results on the end of year Measurable	-Emily Carlson -Susie Cates -Lacie Moore -Activity Staff -Grade Level Teachers -Additional TJLA Staff	-Set meeting dates and put those on the calendar. Determine who will host each meeting and a topic for discussion. Make a spreadsheet to document this information as well as which students attended. -Keep a shared drive where notes are captured in the discussion and student feedback can be further considered/reviewed. -Give MRA in the Spring of 2027	-Access to a space to meet with students -Calendar and spreadsheet to organize the meetings. -Shared folder in a shared drive to house the notes and student feedback all in one cohesive location. -Access to the MRA on the Franklin Covey website	-Meeting dates will be tracked on the staff calendar and spreadsheet. Success will look like a minimum of nine focus groups on the calendar for the 26-27 school year. -Notes will be housed in a shared drive. Admin will have a coding system to notate if items recommended by students have been implemented (i.e. light blue highlighter) -Results on the "Student Empowerment" section of the MRA will increase from a 73 to a 76 in the Spring of 2027.

Results Assesment (MRA) under the “Student Empowerment” section. The Student Empowerment line on the MRA will grow from a 73 to a 76 by the spring of 2027.				
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 May 2026, TJLA will ensure that 100% of the instructional teams meet weekly to collaborate on student learning and review /analyze data. The teams will use this data to set grade level and student goals (WIGs) and to plan for next steps in	-Emily Carlson -Susie Cates -Instructional Coaches -Guiding Coalition -Instructional Teams	-Meet weekly -Set grade level WIGs -Set up WIG scoreboards in the hallway. -Update scores throughout the year on the hall scoreboards	-Binders, Tabs, Sheet Protectors: Leadership Portfolio Materials (enough for each student) -Franklin Covey Resources & Goal Setting Templates/Trackers -Posters for WIG boards in the hallway -Spreadsheets to track grade level WIG data -Access to the MRA on the Franklin Covey website	-WIG scoreboards will be up in the hallway. Scoreboards will be updated throughout the semester with accurate data. -Students will create leadership portfolios in class. Students will have evidence of goal setting and goal tracking in their portfolio. Students will also have a celebrations section in their portfolio to showcase the goals they have met. -Results on the “Student Goal

instruction. Teachers will track progress towards their grade level goal in the hallway and will update progress at least three times each semester. Teachers will support students with tracking progress towards their goals within their leadership portfolios. By the end of the 26-27 school year, students will have grown in their confidence to set and achieve goals as evidenced through results on the end of year Measurable Results Assessment (MRA). The Student Goal Setting line on the MRA will grow from a 72 to a 75 by the spring of 2027.		-Discuss goal setting with students -Help students create their leadership portfolio & have a dedicated section for goals -Help students to set a goal -Help students to track their goal throughout the year. -Celebrate students and the grade level when a goal is met. -Create new goals when prior goals are met -Give MRA in the Spring of 2027		Setting" section of the MRA will increase from a 72 to a 75 in the Spring of 2027.
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Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:

TJLA uses a PLC and guiding coalition structure to make decisions regarding supplemental purchases to support students and staff.

TJLA has a dedicated intervention/enrichment block for each grade level. Within the intervention block, TJ utilizes support staff and teachers to support at-risk students and increase academic achievement for all students. Data is collected to determine the group focus areas within the intervention block, CFAs are utilized and progress monitoring is completed in order to track student data and progress throughout the year. The building has regular RTI meetings and PLCs to discuss student data, develop intervention plans specific to an individual student's needs, and review the effectiveness of those interventions throughout the school year.

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

Academic Excellence-

- Continued training for all K-4 instructional staff facilitated by state and district specialists
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy (Specifically staff who are new to the district or who received training in one grade level and have transferred to a new grade level. For example, 2nd grade teacher that bumps up to 4th grade)

Collaborative Communities (PLCs) -

- Continued PD in HQIM, Standards, Achievement Level Descriptors (ALDs), and Proficiency Scales
- Literacy and math coaches in each building to support instruction with the science of reading and math, and to be able to conduct coaching cycles through the collaborative PLC process (PLC).

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

Insert link to meeting agenda/minutes example: [TJLA Guiding Coalition Meeting](#)