



Vaughn Elementary School

2026-2027

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

ELA

ATLAS Grade 3 ELA Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	146	1060 ± 1	
State	ATLAS Grade 3 ELA Summative	3	2025-2026 - ATLAS Summative	34136	1055	
District	ATLAS Grade 3 ELA Summative	3	2025-2026 - ATLAS Summative	1497	1063	
ATLAS Grade 4 ELA Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	139	1059 ± 1	
State	ATLAS Grade 4 ELA Summative	4	2025-2026 - ATLAS Summative	35218	1055	
District	ATLAS Grade 4 ELA Summative	4	2025-2026 - ATLAS Summative	1661	1063	

Math

ATLAS Grade 3 Math Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	147	1064 ± 1	
State	ATLAS Grade 3 Math Summative	3	2025-2026 - ATLAS Summative	34471	1057	
District	ATLAS Grade 3 Math Summative	3	2025-2026 - ATLAS Summative	1502	1068	
ATLAS Grade 4 Math Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	139	1065 ± 1	
State	ATLAS Grade 4 Math Summative	4	2025-2026 - ATLAS Summative	35761	1057	
District	ATLAS Grade 4 Math Summative	4	2025-2026 - ATLAS Summative	1665	1069	

Science

ATLAS Grade 3 Science Summative		ATLAS Summative	3	2025-2026 - ATLAS Summative	147	1063 ± 2	Percent Count: 18% (26), 33% (49), 33% (49), 16% (24)
State	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	34334	1059	Percent Count: 21% (7,347), 33% (11,401), 28% (9,548), 17% (5,838)
District	ATLAS Grade 3 Science Summative	ATLAS Summative	3	2025-2026 - ATLAS Summative	1499	1069	Percent Count: 10% (155), 21% (315), 31% (455), 38% (574)

ATLAS Grade 4 Science Summative		ATLAS Summative	4	2025-2026 - ATLAS Summative	139	1062 ± 1	Percent Count: 9% (13), 36% (50), 32% (45), 22% (31)
State	ATLAS Grade 4 Science Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	35617	1058	Percent Count: 21% (7,441), 34% (12,304), 27% (9,446), 17% (6,126)
District	ATLAS Grade 4 Science Summative	ATLAS Summative	4	2025-2026 - ATLAS Summative	1666	1067	Percent Count: 9% (151), 25% (415), 30% (507), 36% (593)

COMPREHENSIVE NEEDS ASSESSMENT:

Vaughn Elementary is a Model STEM School as designated by the Arkansas Department of Elementary and Secondary Education. We will continue to focus on providing meaningful, standards-based STEM learning experiences that are integrated across all content areas and settings to engage students in authentic problem solving, collaboration, communication, creativity, and critical thinking.

The Vaughn Elementary leadership team analyzed student performance data from the 2026 ATLAS state assessments for all students in grades 3 and 4. Our analysis included ELA, math, and science performance and comparison to state and district performance levels. We also reviewed student performance distributions to identify strengths, continued needs, and areas where more students can be supported toward proficient and advanced performance.

Our analysis revealed that Vaughn students continue to outperform the state in ELA, math, and science. Math remains a relative strength, with 64% of 3rd grade students and 66% of 4th grade students scoring proficient or advanced. Science performance also increased when compared to the previous year, with 59% of 3rd grade students and 54% of 4th grade students scoring proficient or advanced. ELA performance remains an area for continued attention, particularly in 4th grade, where 50% of students scored proficient or advanced. Across all tested areas, Vaughn continues to trail district performance, which indicates a need to strengthen Tier 1 instruction, collaborative planning, use of common formative assessment data, and targeted support for students not yet demonstrating grade-level proficiency.

We have identified Tier 1 instruction in reading, math, and science as areas for continued growth, with an emphasis on increasing the percentage of students scoring at Levels 3 and 4, reducing the percentage of students scoring at Level 1, and moving more students into the advanced range. We will continue using a collaborative planning approach that includes grade-level teachers, academic coaches, ESL teachers, and Special Education staff. Collaborative teams will meet regularly to identify essential standards, plan instructional strategies, develop and analyze common formative assessments, and respond to student learning through intervention, on-grade-level support, and enrichment.

<u>STRENGTH AREAS</u>	<u>GROWTH AREAS</u>
• Vaughn students outperformed the state in all tested areas for grades 3 and 4. • Math continues to be a relative strength, with 64% of 3rd grade students and 66% of 4th grade students scoring proficient or advanced. • Science performance improved from the previous year, with 59% of 3rd grade students and 54% of 4th grade students scoring proficient or advanced. • 3rd grade ELA performance was slightly stronger than 4th grade ELA, with 53% of students scoring proficient or advanced. • A meaningful percentage of students are performing in the advanced range in math, with 35% of 3rd grade students and 32% of 4th grade students scoring at Level 4.	• Vaughn trails the district in every tested area, indicating a need to strengthen Tier 1 instruction and alignment to essential standards. • 4th grade ELA is a continued area of need, with 50% of students scoring proficient or advanced compared to the district's 61%. • 3rd grade ELA also remains below the district, with 53% proficient or advanced compared to the district's 63%. • Science proficiency remains below district performance in both grades, with 3rd grade at 59% compared to the district's 69%, and 4th grade at 54% compared to the district's 65%. • Level 1 performance remains a concern, especially in 3rd grade science and 3rd grade math, where 18% and 16% of students scored at Level 1. • Increasing the percentage of students scoring in the proficient and advanced range in ELA and science should remain a focus, particularly through rigorous tasks, academic vocabulary, writing across content areas, and standards-based STEM integration.

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

- **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 & community. Develop strategic internal communications plan.
- **Safe & Collaborative 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:

Vaughn Elementary School Mission: Every learner...Every day!

Vision: We are the foundation that connects every learner to their future.

Vaughn Elementary Goals:

- By the end of the 2026-2027 school year, Vaughn will increase the percentage of students testing at ATLAS Levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby supporting the District's on-grade level ELA improvement target. The 2026 ELA Summative percentage of Vaughn students testing at Levels 3 or 4 is 53% in 3rd grade and 50% in 4th grade.
- By the end of the 2026-2027 school year, Vaughn will increase the percentage of students testing at ATLAS Levels 3 or 4 in Math to 68% in 3rd grade and 70% in 4th grade.
- By the end of the 2026-2027 school year, Vaughn will increase the percentage of students testing at ATLAS Levels 3 or 4 in Science to 63% in 3rd grade and 58% in 4th grade.

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 the end of the 2026-2027 school year, 100% of students in grades K-4 will be assessed using screeners, common formative assessments, and district assessments. Data will be analyzed regularly to identify students in need of intervention, on-grade-level support, or enrichment. Through a tiered system of instructional supports (RTI), Vaughn Elementary will increase the percentage of students scoring at ATLAS Levels 3 or 4 in ELA, Math, and Science while reducing the percentage of students scoring at Level 1.	Shannon Petersen, Principal Debbie Pschierer, Assistant Principal Literacy Coach Math Coach Interventionists	• Administer literacy and math screeners, science common formative assessments, and district benchmark assessments throughout the year. • Use assessment data to identify students needing Tier 2 or Tier 3 interventions as well as students requiring enrichment opportunities. • Grade-level teams will meet following assessment windows to analyze student data and develop targeted intervention plans aligned to essential standards. • Provide intervention and enrichment during designated WIN/RTI blocks focused on literacy, math, and science support. • Monitor progress of students receiving interventions bi-weekly and adjust instructional strategies based on progress monitoring data. • Utilize small group instruction and targeted skill practice to reduce the percentage of students performing at Level 1 and increase students performing at Levels 3 and 4. • Increase opportunities for rigorous tasks, academic discourse, writing about reading, and problem solving to support advanced performance. • Ensure interventionists, instructional assistants, ESL teachers, and Special	• District literacy and math curriculum resources • District science curriculum maps and instructional resources • Universal screeners and district benchmark assessments • Common formative assessments • Interventionists and instructional assistants • Dedicated intervention/enrichment block within the master schedule • Professional development focused on literacy, math, science, and intervention practices • Progress monitoring tools and student data tracking systems • Collaboration time for classroom teachers, interventionists, ESL teachers, and Special Education staff • State Screeners for K-3	• Student growth and proficiency data from ATLAS, MAP, district benchmark assessments, and screeners • Progress monitoring data for students receiving Tier 2 and Tier 3 interventions • Reduction in the percentage of students performing at ATLAS Level 1 • Increased percentage of students performing at ATLAS Levels 3 and 4 in ELA, Math, and Science • Student intervention plans and documented progress monitoring in EdPlan • Common formative assessment results demonstrating student growth on essential standards • PLC meeting agendas and data analysis documentation • Observation data showing implementation of intervention plans and small group instruction • Student work samples demonstrating growth in literacy, math, and science skills • Sign-in sheets and documentation from staff

		Education staff collaborate with classroom teachers to support student growth.		professional learning and PLC meetings
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?)
VES will communicate in a variety of different ways to include • Face to face discussions • Weekly communication folders • Telephone conversations • Social media • Monthly school newsletters • Weekly classroom newsletters	Shannon Petersen, Principal Debbie Pschierer, Assistant Principal Counselor Library Media Specialist Classroom Teachers	• Digital school newsletter emailed to all families monthly. Include information about upcoming events, curriculum, and celebrations. • Classroom newsletters will be shared weekly. These include activities and information specific to individual grades or classes. Class newsletters will highlight what students are learning that week.	• Google site • Email distribution Center • Social media platforms • Digital platform for teacher newsletter creation and sharing • Weekly folders • SchoolStatus	• Parent survey results to measure the level of satisfaction with communication from school • Sign-in sheets documenting attendance for parent curriculum nights
100% of parents will participate in parent/teacher conferences twice a year.	Shannon Petersen, Principal Debbie Pschierer, Assistant Principal Classroom Teachers	• Parent-teacher conferences will be held in October and March. During the conference, the teacher will share documented progress through report cards, ATLAS scores, common assessments, and screener results.	• Reporting system	• Sign-in sheets documenting 100% participation in parent-teacher conferences • Parent survey results to measure the level of satisfaction with communication from school

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).			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By the end of the 2026-2027 school year, all instructional teams will meet weekly in PLCs to collaboratively plan Tier 1 instruction, analyze student learning data, and respond to student needs. This collaborative work will support increased proficiency in ELA, Math, and Science as measured by spring ATLAS assessments.	Math coach Literacy Coach Grade level team leads Special Education	• Provide professional development on effective PLC practices, data analysis, standards alignment, and instructional planning. • Grade-level teams will meet weekly with literacy and math/science coaches to collaboratively plan instruction aligned to essential standards. • Teams will develop common formative assessments and use student evidence to guide instructional decisions and intervention planning. • PLC teams will identify grade-level SMART goals connected to literacy, math, and science outcomes. • Teachers will collaboratively analyze Level 1 student data and plan targeted instructional responses to close learning gaps. • PLC discussions will include strategies to increase student engagement, academic vocabulary, writing across content areas, and rigorous student tasks. • Teams will regularly review student work samples and formative assessment data to ensure consistency and alignment of expectations across classrooms.	• Master schedule that protects PLC collaboration time • Literacy and math/science instructional coaches • Common formative assessments and data analysis tools • PLC agendas, meeting templates, and data protocols • Professional development focused on PLC practices, standards alignment, and data-driven instruction • Access to ATLAS, screener, and formative assessment data • Teacher planning resources and district curriculum documents • Time for vertical and grade-level collaboration • Student work protocols and progress monitoring systems	• PLC agendas and meeting minutes reflecting collaborative planning and data analysis • Common formative assessment data and instructional response plans • Grade-level SMART goals and progress monitoring documentation • Increased student growth and proficiency on ATLAS, MAP, district benchmark, and common formative assessments • Classroom observation data demonstrating alignment to essential standards and agreed-upon instructional practices • Student work samples analyzed during PLC meetings • Teacher participation in PLCs, coaching cycles, and professional learning opportunities • Improved team collaboration ratings on the Mattos 1-5-10 rubric • Documentation of intervention and enrichment decisions made through PLC processes

Rigorous and aligned instructional program	Units of instruction include standards-based objectives and criteria for mastery.			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By the end of the 2026-2027 school year, 100% of students at Vaughn Elementary will engage in standards-based, interdisciplinary STEM learning experiences that connect directly to grade-level science standards and integrate literacy, math, collaboration, communication, creativity, and critical thinking skills.	Shannon Petersen, Principal Math/Science Coach Global Connections/STEAM Lead Grade-Level Team Leads	- Identify priority science standards at each grade level to anchor interdisciplinary STEM learning experiences. - Collaboratively plan at least one standards-based STEM learning experience per semester at each grade level. - Provide professional learning and planning support focused on STEM instructional design, inquiry-based learning, and integration of literacy and math skills within science instruction. - Implement hands-on investigations, real-world problem solving, collaborative learning opportunities, and student discourse within science instruction. - Increase opportunities for students to explain thinking through writing, presentations, and academic conversations across all content areas. - Use formative assessment data during STEM learning experiences to monitor student understanding and adjust instruction. - Showcase student learning through STEM Night, classroom presentations,	- Arkansas K-4 Science Standards - Time for planning during PLCs - District science curriculum maps	- Lesson plans and PLC agendas reflecting interdisciplinary STEM integration aligned to grade-level standards - Student work samples, projects, presentations, and STEM products - Formative assessment data demonstrating increased understanding of science standards and application of literacy and math skills - Classroom observations showing implementation of inquiry-based and collaborative learning experiences - Increased student engagement during STEM learning experiences as observed through walkthroughs and student participation - Documentation and participation data from STEM Night and other student showcase events - Teacher reflection and feedback following STEM learning experiences - Student feedback regarding

		student portfolios, and collaborative projects.		engagement, collaboration, and problem-solving experiences ● Increased proficiency and reduced Level 1 performance on ATLAS science assessments
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Literacy Plan - [Bentonville Schools Literacy Plan 2026-2027](#)

Vaughn Elementary teachers and staff provide learning experiences using district provided curriculum and resources. Teachers and staff use state, district, and curriculum-based assessments to identify learners who need additional support in Tier II or Tier III. The literacy coach supports teachers during weekly planning meetings. The literacy coach also provides assistance with data analysis, developing clarity of learning expectations, and utilizing highly effective instructional strategies. Teams meet regularly to discuss student data, review intervention plans, and evaluate the effectiveness of the interventions throughout the year.

Master Literacy Plan - [Literacy Rtl Information](#)

Vaughn Elementary follows the district and state timelines for assessments. Students who are identified as needing additional support in Tier II or Tier III receive targeted instruction during the grade-level designated intervention/enrichment time. Grade level teachers and support staff progress monitor and track data to measure student progress and determine if the intervention is effective.

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

Academic coaches support teachers in planning literacy, math, and science instruction that is standards-focused and responsive to students' needs. Instructional assistants are scheduled into our small group block for each grade-level. They work with students in small groups to support instruction in essential standards as well as foundational skills for math and literacy.

Title I funds are used to provide the salary of 1.0 FTE to support literacy intervention.

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

None at this time

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

Insert link to meeting agenda/minutes example: [Leadership Team Agenda](#)