



Washington Jr. High School
2025-2026
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Math

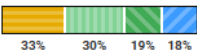
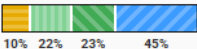
7th Math:

		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			33068		1056 ⓘ	 Percent Count: 27% 8.8K, 29% 9.6K, 27% 8.9K, 18% 5.8K	44%
District			1400		1070 ⓘ	 Percent Count: 8% 108, 17% 240, 29% 403, 46% 649	75%
School			332		1073 ± 1 ⓘ	 Percent Count: 5% 18, 12% 40, 30% 98, 53% 176	83%

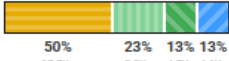
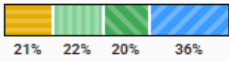
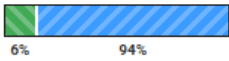
8th Math

Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			25960		1053	 Percent Count: 27% (7K), 37% (9.5K), 21% (5.4K), 16% (4K)	36%
District			815		1064 ± 1	 Percent Count: 8% (68), 27% (221), 29% (236), 36% (290)	65%
School			180		1063 ± 1	 Percent Count: 3% (6), 31% (55), 35% (63), 31% (56)	66%

Algebra:

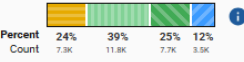
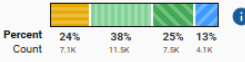
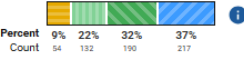
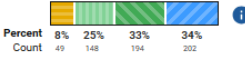
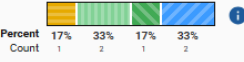
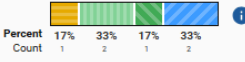
		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34371		1054	 Percent Count: 33% (11.4K), 30% (10.4K), 19% (6.5K), 18% (6.1K)	37%
District			1568		1066	 Percent Count: 10% (163), 22% (341), 23% (360), 45% (704)	68%
School			188		1073 ± 1	 Percent Count: 6% (11), 22% (42), 72% (135)	94%

Geometry:

Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35269		1048	 Percent Count: 50% 23% 13% 13% 17.7K 8.2K 4.7K 4.6K	26%
District			1532		1061	 Percent Count: 21% 22% 20% 36% 318 341 314 559	57%
School			18		1079 ± 2	 Percent Count: 6% 94% 1 17	100%

English and Language Arts (ELA)

7th Grade:

	Total	Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		30270		1053	 Percent Count: 24% 39% 25% 12% 7.3K 11.8K 7.7K 3.5K	37%	1054	 Percent Count: 24% 38% 25% 13% 7.1K 11.5K 7.9K 4.1K
District		593		1066 ± 1	 Percent Count: 9% 22% 32% 37% 54 132 190 217	69%	1065 ± 1	 Percent Count: 8% 25% 33% 34% 49 148 194 202
School		6		1059 ± 7	 Percent Count: 17% 33% 17% 33% 1 2 1 2	50%	1062 ± 8	 Percent Count: 17% 33% 17% 33% 1 2 1 2

8th Grade:

State			22469		1050 <i>i</i>	 Percent 33% 36% 19% 12% Count 7.5K 8.2K 4.2K 2.6K	30%
District			802		1061 ± 1 <i>i</i>	 Percent 13% 29% 28% 30% Count 104 230 226 242	58%
School			195		1061 ± 1 <i>i</i>	 Percent 12% 29% 28% 32% Count 23 56 54 62	59%

Science

7th Grade:

Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			32267		1059 <i>i</i>	 Percent 21% 33% 28% 18% Count 6.8K 10.8K 8.9K 5.8K	45%
District			1534		1070 <i>i</i>	 Percent 8% 19% 32% 41% Count 118 299 492 625	73%
School			345		1069 ± 1 <i>i</i>	 Percent 9% 18% 33% 39% Count 32 63 114 136	72%

8th Grade:

		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			25973		1053	Percent Count 27% 37% 21% 16% 7K 9.5K 5.4K 4K	36%
District			815		1064 ± 1	Percent Count 8% 27% 29% 36% 68 221 236 290	65%
School			180		1063 ± 1	Percent Count 3% 31% 35% 31% 6 55 63 56	66%

3 Year ATLAS Trends (Percent at Level 3 or 4)

School-wide

- ELA
 - 7th Grade
 - State
 - 2024: 32
 - 2025: 33
 - 2026: 37
 - District
 - 2024: 62
 - 2025: 62
 - 2026: 69
 - WJHS
 - 2024: 60

- 2025: 58
 - 2026: 50
 - 8th Grade
 - State
 - 2024: 32
 - 2025: 33
 - 2026: 36
 - District
 - 2024: 58
 - 2025: 58
 - 2026: 65
 - WJHS
 - 2024: 60
 - 2025: 58
 - 2026: 66
- Math
 - 7th Grade
 - State
 - 2024: 38
 - 2025: 39
 - 2026: 44
 - District
 - 2024: 72
 - 2025: 71
 - 2026- 75
 - WJHS
 - 2024: 69
 - 2025: 69
 - 2026- 83
 - 8th Grade
 - State
 - 2024: 28
 - 2025: 30
 - 2026-36
 - District
 - 2024: 57
 - 2025: 58

- 2026-65
 - WJHS
 - 2024: 67
 - 2025: 59
 - 2026-66
- Algebra
 - State
 - 2024: 27
 - 2025: 30
 - 2026-37
 - District
 - 2024: 58
 - 2025: 61
 - 2026-68
 - WJHS
 - 2024: 90
 - 2025: 94
 - 2026-94
- Geometry
 - State
 - 2024: 18
 - 2025: 22
 - 2026-26
 - District
 - 2024: 51
 - 2025: 51
 - 2026-57
 - WJHS
 - 2024: 93
 - 2025: 100
 - 2026-100
- Science
 - 7th Grade
 - State
 - 2024: 36
 - 2025: 39
 - 2026-45

- District
 - 2024: 63
 - 2025: 64
 - 2026-73
- WJHS
 - 2024: 65
 - 2025: 62
 - 2026-72
- 8th Grade
 - State
 - 2024: 35
 - 2025: 39
 - 2026-43
 - District
 - 2024: 64
 - 2025: 64
 - 2026-69
 - WJHS
 - 2024: 63
 - 2025: 61
 - 2026-66

COMPREHENSIVE NEEDS ASSESSMENT:

Washington Jr. High School convened our School Improvement Leadership Team and analyzed student achievement data (2023-2024, 2024-2025, & 2025-2026 ATLAS). We examined the results for all students and subpopulations.

In addition, we studied our attendance, disciplinary and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from these various assessments, in order to better identify the areas of need and help align classroom instruction with State Standards, in literacy and math.

We examined our routines, customs, norms, and expectations in order to see how we could continue to help our students achieve their full potential and to reduce any gaps in student achievement within subpopulations with the ultimate goal of every student achieving grade level mastery or above in both math and literacy.

After this in-depth analysis of our data trends, our team noticed both significant growth and overall outstanding academic achievement at WJHS. Improving reading achievement for our overall student population will continue to be a top priority for us while targeting efforts for students with IEP and/or economically disadvantaged.

STRENGTH AREAS:

High levels of achievement and growth for all students in ELA, Math, and Science

- Math:
 - 7th Math- 8% above district average
 - 8th Math- 1% above district average
 - Algebra- 57% above district average
 - Geometry- 63% above district average
- ELA:
 - 8th ELA- 1% above district average
- Science:
 - 8th Science- 1% above district average

GROWTH AREAS:

Our identified areas of growth are:

- ELA
 - 7th ELA- 19% below district average
- Science
 - 7th Science- 1% below district average

DISTRICT GOAL(s): [Bentonville Strategic Plan](#) WJHS building goals are connected to the following 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%. Make sure you include this metric with your data.

- **Refined Communication System:** Execute a universal plan of school, district and executive communication to address parents & community.
 - Fully implement one standard communication system across all schools, programs, etc. (SchoolStaus)
- **Safe & Collaborative Culture:** Build staff capacity to function as a member of the PLC.

MISSION & VISION:

The mission of Washington Jr. High School is to ***inspire excellence*** today while developing the leaders of tomorrow. Our

vision is: ***Every Wildcat...Future Ready...***All students equipped for excellence and inspired to positively impact the world.

WJHS will be a school where:

- A positive, inspirational culture supports and challenges all community members to excel beyond what is measured on standardized tests.
- Faculty and staff members work collaboratively and take collective responsibility to ensure student learning.
- Students are inspired to attack authentic, rigorous challenges that they know to be important and thereby acquire the skills that will enable them to succeed in an increasingly innovative world and to help make the world better.

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	Resources Needed	Evidence
Collaborative PLC teams	Administrators,	Through a formal	Common planning time.	Student achievement in

will meet and work to improve student achievement and growth through the alignment of instruction, assessment, data, referring students, data analysis, and remediation. Team Leads will collaborate with District Instructional Specialists/Coaches and Principals/Assistant Principals to create the most impactful viable curriculum, and provide remediation for struggling students. In addition, the RTI coalition team will meet regularly to discuss student needs that are based on current status in the students academic progress.	Collaborative Team Leads, District Instructional Specialists/Coaches	process, PLCs will enlist the support of the RTI Coalition to provide additional academic, socio-emotional, and physical support for students need it. This schoolwide partnership will use all available resources (Tiers 1-3) to provide the scaffolding and support to close the gaps between our achieving and our in need of support students.	Instructional materials and resources. Common Formative Assessments. District checkpoints. ATLAS tools.	reading, math, and science will increase by 3% as measured by ATLAS.
--	--	---	---	--

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	Resources Needed	Evidence
------------	------------	--------------	------------------	----------

We will utilize methods/tools such as Eschool, SchoolStatus, email, Google Classroom, Google Calendar, and social Media to build our partnership and fully utilize all relationships with our parents and community. In addition, we will fully implement our parent engagement plan, which includes the following key components: Support Parenting, Communication with parents and community, Volunteering, Learning at Home, Decision Making, and Collaborating with the community.	Marla York Tim Sparacino Blake Cook Nate Little	Teachers will communicate grades through eSchool (Home Access Center-HAC) and email. Beginning with week 6, progress reports are distributed to parents after each 3 week period. Administration communicates through email, google calendar, social media, and SchoolStatus. We will host regular PTO meetings. Host four parent/teacher conference events.	eSchool (TAC/HAC) SchoolStatus Google Workspace (gmail, Drive, Calendar, Docs, Sheets, Slides) Social Media	Parent feedback and satisfaction survey results.
---	---	---	---	---

Safe and 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 Steps	Resources Needed	Evidence
All collaborative PLC teams will meet weekly to review data (teacher/team created, MAP, district assessments, etc.) and answer the four critical PLC questions. Collaborative teams will create, implement, and adjust instruction, remediation, and extension efforts based on student achievement.	Administration PLC Team Leaders	Create common planning time. Weekly meetings. Frequent data meetings. Progress monitoring and adjustments.	Common planning time. Agendas. Assessment Data. Curriculum materials and resources.	Data- Increased student achievement and growth. Agendas Assessment results.

Literacy Plan - Bentonville Schools Literacy Plan 2026-2027
Master Literacy Plan - Academic RTI Documents

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

- Title I funds are used to pay our Interventionist.
 - .5 FTE shared with LJHS
- NSLA funds are used to provide additional reading support for disadvantaged students.
 - 1.0 FTE: A days: 8th grade Reading Labs, B days: 7th grade small group instruction (pull out)

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

- We would love additional interventionist support students with literacy and mathematical skills.

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