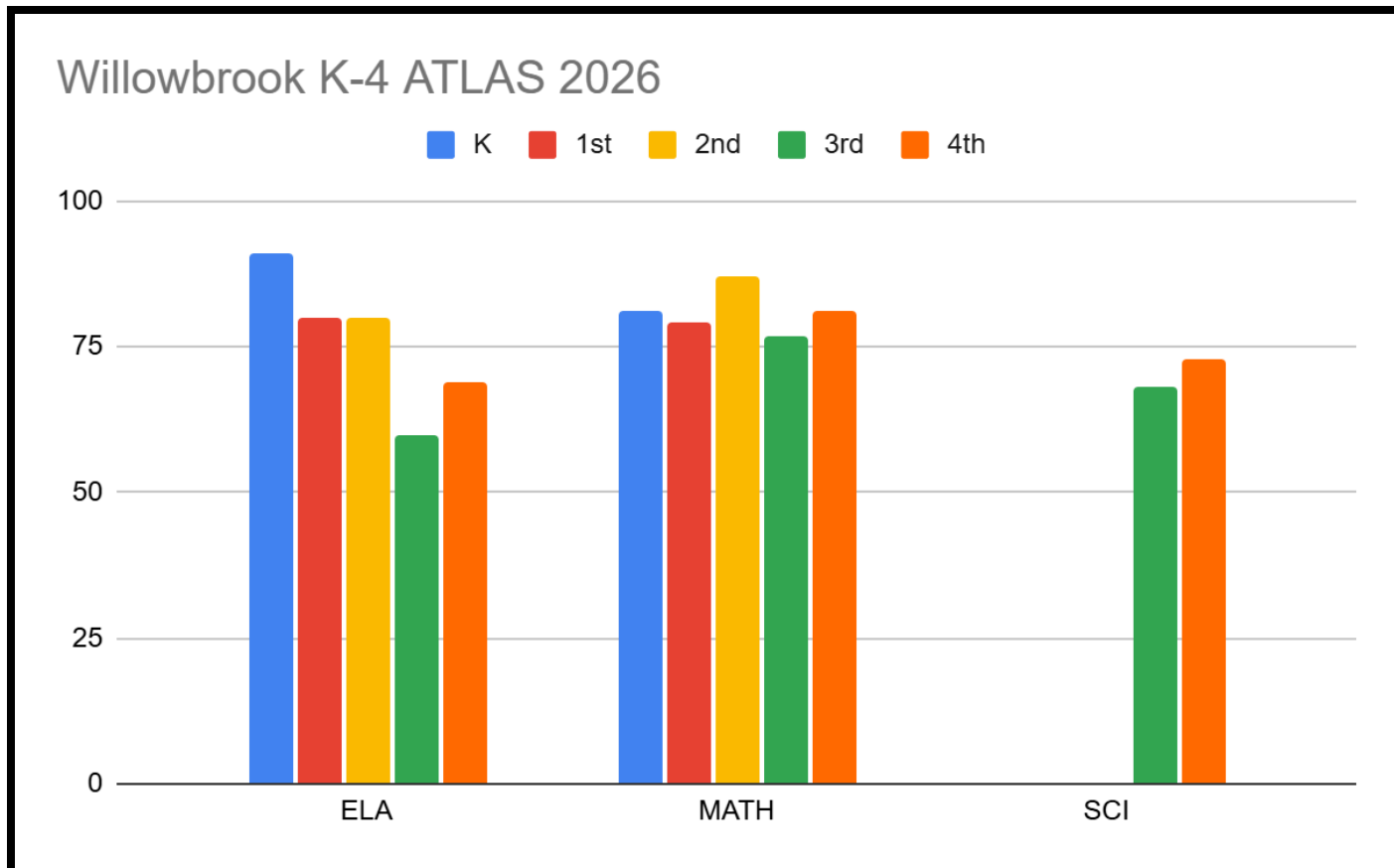




Willowbrook Elementary
2026-2027
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY



ELA 2026

K			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	66	27	39	23	11
	District	83	50	32	12	5
	WES	91	70	21	6	3
1st			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	56	16	39	33	11
	District	78	32	46	18	5
	WES	80	31	48	13	7
2nd			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	49	20	29	28	24
	District	69	36	33	20	11
	WES	81	48	33	11	7
3rd			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	43	18	25	35	22
	District	64	36	28	26	10
	WES	60	47	12	35	6
4th			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	41	16	26	36	23
	District	61	31	30	29	10
	WES	69	45	24	24	7

MATH 2026

K			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	58	25	32	25	17
	District	78	47	30	15	7
	WES	81	57	24	14	5
1st			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	53	19	34	26	21
	District	76	41	35	16	8
	WES	79	46	33	11	10
2nd			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	51	21	30	27	22
	District	77	48	29	15	8
	WES	87	65	21	7	6
3rd			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	45	17	29	33	21
	District	72	44	28	19	9
	WES	77	53	24	18	5
4th			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	47	19	28	31	22
	District	72	42	30	20	7
	WES	81	58	23	15	4

SCIENCE 2026

3rd			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	45	17	28	33	21
	District	68	38	31	21	10
	WES	68	37	31	26	7

4th			% Distribution			
		% Proficient	Level 4	Level 3	Level 2	Level 1
	State	44	17	27	34	21
	District	66	35	30	25	9
	WES	73	46	27	20	8

COMPREHENSIVE NEEDS ASSESSMENT:

Schoolwide PLC, RTI, and Instructional Student Engagement Focus

Willowbrook Elementary will continue strengthening and refining our schoolwide Professional Learning Community (PLC) culture to ensure high levels of learning and growth for all students. Review of the 2026 ATLAS data indicates that Willowbrook students continue to perform above state averages in most grade levels and content areas, with particularly strong performance in Kindergarten through 2nd grade literacy and mathematics. Students demonstrated notable strengths in higher achievement levels, especially in mathematics proficiency across grades K - 4.

Our staff will continue implementing focused instructional plans designed to address the needs of all learners and subpopulations, including English learners, students with disabilities, students receiving free/reduced services, and students requiring enrichment opportunities. Academic coaches, ESL teachers, interventionists, and special education teachers will continue to actively participate in collaborative PLC meetings, instructional planning, intervention planning, and data review cycles to strengthen collective responsibility for student learning.

Analysis of the 2026 ATLAS data reveals continued opportunities for growth in literacy achievement and science performance in grades 3 and 4, as well as subgroup performance gaps among English learners and students with disabilities. While many students are performing at proficient and advanced levels, there remains a need to strengthen Tier 1 instruction, student engagement strategies, academic discourse, intervention systems,

and progress monitoring processes to ensure all students demonstrate continuous growth.

A primary focus for the 2026 - 2027 school year will be strengthening and re-establishing our Response to Intervention (RTI) systems with greater consistency, structure, and accountability. Willowbrook will continue utilizing a dedicated schoolwide WIN (What I Need) intervention and extension block where all staff members actively support targeted student learning needs. Teachers will receive ongoing coaching, collaborative support, and professional learning focused on effective instructional strategies, differentiation, student engagement, and intervention practices.

Our staff demonstrates strong collaborative practices and a positive culture of teamwork; however, updated training and alignment in PLC and RTI processes are needed due to new staff members, changes in grade-level assignments, and evolving student needs. During the 2026 - 2027 school year, Willowbrook will provide ongoing training and support related to PLC protocols, RTI expectations, data analysis, common formative assessments, student engagement strategies, and instructional best practices aligned to High-Quality Instructional Materials (HQIM), Universal Design for Learning (UDL), and Visible Learning practices.

STRENGTH AREAS:

- Kindergarten through 2nd grade literacy proficiency remains strong and exceeds state averages.
- Mathematics performance across grades K - 4 continues to outperform state averages, with particularly strong performance in grades 2 - 4.
- Students demonstrate high percentages of Level 3 and Level 4 performance in multiple content areas.
- Strong collaborative PLC culture and commitment to student success.
- Schoolwide WIN intervention and enrichment structures support targeted student learning needs.
- Staff collaboration and distributed leadership systems remain strong.
- Positive school culture and strong student-teacher relationships.
- Continued implementation of HQIM in literacy and mathematics.
- Effective use of common formative assessments and collaborative planning structures.
- Strong overall academic achievement compared to state averages.

GROWTH AREAS:

- Increase literacy proficiency and growth in grades 3 and 4.
- Strengthen science achievement and vocabulary development in upper grades through implementation of HQIM Science Curriculum.
- Improve achievement outcomes for English learners and students with disabilities.
- Increase consistency and structure within RTI and progress monitoring systems.
- Strengthen Tier 1 instructional practices and engagement strategies across classrooms to include targeted small group instruction aligned to HQIM and state standards.
- Increase student academic discourse, productive struggle, and ownership of learning.

- Improve consistency of PLC documentation, RTI documentation, intervention planning, behavior systems and supports, and data analysis processes.
- Expand extension and enrichment opportunities for students performing above grade level expectations.
- Continue reducing achievement gaps among subpopulations.
- Strengthen staff understanding and implementation of inclusive practices, UDL, differentiation, and student-centered instructional practices.

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

- 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 of Willowbrook Elementary:

Mission:

All Learners Growing Everyday!

Vision:

We are **BRAVE** in our Learning.

We are **KIND** in our Actions.

We are **ADVENTUROUS** in our Thinking.

Willowbrook is the place to be!

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:

By May 2027, Willowbrook Elementary will ensure that students identified for Tier 2 or Tier 3 intervention demonstrate measurable academic or behavioral growth as evidenced through ATLAS Growth data, progress monitoring tools, intervention documentation, common formative assessments, and RTI documentation. In addition, all grade levels will implement consistent RTI processes, including regular data review cycles, intervention monitoring, and documented student support plans throughout the school year.

Lead Staff:

Principal

Assistant Principal

Instructional Coaches

Interventionists

School Counselor

PLC Teams

Classroom Teachers

Special Education Team

ESL Team

ACTION STEPS: What needs to be done?

1. Conduct universal academic and behavioral screenings for all students at designated benchmark periods throughout the school year.
2. Utilize ATLAS Growth, common formative assessments, behavior data, and teacher observations to identify students needing Tier 2 or Tier 3 support.
3. Maintain a schoolwide WIN intervention/extension block to provide targeted academic and behavioral interventions.
4. Conduct RTI meetings and progress monitoring cycles once a month.
5. Ensure all PLC teams analyze student data regularly and adjust intervention groups based on student performance and growth trends.
6. Implement consistent documentation procedures for intervention plans, progress monitoring, parent communication, and instructional adjustments.
7. Provide professional learning and coaching support for staff related to intervention strategies, behavior supports, progress monitoring, and differentiation.
8. Utilize extension and enrichment opportunities for students meeting or exceeding grade-level expectations.
9. Monitor implementation fidelity of HQIM, intervention programs and supports through walkthroughs, coaching cycles, and leadership team reviews.
10. Communicate student progress and intervention plans regularly with families.

RESOURCES NEEDED

- ATLAS Growth assessment platform
- Common formative assessments
- RTI documentation systems
- WIN intervention schedule
- Progress monitoring tools

- Intervention curriculum/resources
- Behavior tracking systems
- Professional development for RTI and intervention practices
- Protected PLC collaboration time
- Instructional coaching support

EVIDENCE: How will success be measured? What will evidence of success look like?

- Universal screening completion records
- ATLAS Growth data and student growth reports
- RTI meeting agendas and documentation
- Progress monitoring data
- WIN intervention group rosters and schedules
- Common formative assessment results
- PLC data analysis documents
- Behavior data and referral trends
- Student intervention plans
- Increased percentage of students meeting growth goals
- Reduction in the number of students requiring intensive intervention support over time

**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:

Willowbrook Elementary will increase meaningful family engagement and two-way communication participation through parent survey data, conference attendance, school event participation, communication analytics, and family feedback opportunities related to student learning and school expectations.

Lead Staff:

Principal
Assistant Principal
School Counselor
Classroom Teachers
Instructional Coaches
Parent Facilitator
Office Staff
Leadership Team Representatives

ACTION STEPS: What needs to be done?

1. Utilize consistent schoolwide communication platforms, including SchoolStatus, monthly newsletters, social media, email, and classroom communication tools.
2. Communicate academic expectations, student progress, and learning goals regularly with families.
3. Provide families with strategies, resources, and learning activities that support literacy, math, science, behavior, and school attendance at home.
4. Conduct parent-teacher conferences and student goal-setting conversations throughout the school year.
5. Increase opportunities for two-way communication through surveys, feedback forms, family forums, Tuesday folders, parent learning walks, and parent input opportunities.
6. Host family engagement events connected to student learning, curriculum, and school culture.
7. Share regular updates regarding school initiatives, celebrations, intervention supports, attendance expectations, and student success.
8. Strengthen partnerships with PTO, community organizations, and family volunteers to increase engagement opportunities.
9. Monitor communication consistency and effectiveness through leadership team reviews and family feedback data.

Resources Needed

- SchoolStatus communication platform
- Translation and multilingual communication supports
- Parent surveys and feedback tools
- Social media and website platforms
- Student goal-setting materials
- Family literacy and math resources
- PTO and community partnerships
- Professional development on effective parental engagement for staff

EVIDENCE: How will success be measured? What will evidence of success look like?

- Parent survey results and participation rates
- Parent-teacher conference attendance records
- SchoolStatus communication analytics
- Family engagement event attendance
- Documentation of family communication logs
- Increased parent participation in school activities
- Social media and newsletter engagement analytics
- Increased positive family-school partnership feedback

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: By May 2027, 100% of PLC teams at Willowbrook Elementary will consistently engage in collaborative planning cycles that include reviewing student learning data, developing and refining instructional units, analyzing common formative assessments, and implementing intervention and enrichment responses as evidenced through PLC documentation, SMART goals, meeting agendas, and classroom walkthrough data.	
Lead Staff: Principal Assistant Principal Instructional Coaches PLC Team Leaders Classroom Teachers Interventionists Leadership Team	
ACTION STEPS: What needs to be done? 1. Maintain protected weekly PLC collaboration time for all grade levels and instructional teams. 2. Utilize consistent PLC agendas and meeting protocols aligned to the four PLC questions. 3. Develop and monitor grade-level SMART goals connected to student learning outcomes and ATLAS Growth data. 4. Analyze common formative assessment data regularly to guide instructional decisions and intervention planning. 5. Collaboratively develop and refine units of instruction aligned to HQIM, standards, and student learning needs. 6. Utilize student work analysis protocols during PLC meetings to identify strengths, gaps, and next instructional steps. 7. Monitor intervention and enrichment effectiveness through WIN data cycles and progress monitoring. 8. Provide coaching support and facilitation for PLC teams focused on collaboration, rigor, engagement, and instructional alignment. 9. Conduct regular leadership reviews of PLC documentation, intervention plans, and student growth trends. 10. Provide ongoing professional learning related to PLC practices, data analysis, student discourse, and effective instructional strategies.	
Resources Needed • Protected PLC collaboration time • PLC agenda and documentation templates • Common formative assessments • ATLAS Growth data reports • PLC HUB/data tracking systems	

- Instructional coaching support
- HQIM curriculum resources
- Student work protocols
- Intervention and progress monitoring tools
- Professional development resources
- Leadership team monitoring tools

EVIDENCE: How will success be measured? What will evidence of success look like?

- PLC agendas and meeting minutes
- SMART goals and data trackers
- Common formative assessment analysis documents
- Intervention and extension, and enrichment group plans
- Student work analysis artifacts
- ATLAS Growth data trends
- WIN progress monitoring data
- PLC walkthrough and observation data
- Coaching notes and feedback cycles
- Evidence of instructional adjustments based on student data
- Increased student growth and proficiency trends
- Leadership team monitoring documentation

Literacy Plan: [2026-2027 Literacy Plan](#)

Master Literacy Plan - [Academic RTI Documents](#)

Willowbrook Elementary - [Literacy Plan](#)

Willowbrook teachers and staff will provide personalized, targeted literacy support to all students by using the district-provided HQIM curriculum and resources, aligned with Arkansas state standards. All teachers have completed the required Arkansas RISE certification and training, ensuring strong, evidence-based literacy practices across all classrooms.

These efforts will be strengthened through dedicated grade-level PLC meetings and Response to Intervention (RTI) data meetings, where teams will collaboratively analyze student learning data, plan instruction, and design targeted supports. Using ATLAS Growth Assessment data, district assessments and grade level created common formative assessment data, Willowbrook will systematically monitor literacy progress for every student throughout the year.

A tiered support system will guide instruction: high-quality core instruction for all students (Tier 1), targeted small-group interventions for students needing additional support (Tier 2: WIN Time), and intensive individualized interventions for those with the greatest needs (Tier 3). Grade-level teams and academic coaches will meet regularly to coordinate these supports and adjust plans to ensure each student receives the right level of assistance.

Families will be engaged as essential partners in this process; teachers will provide routine updates on student literacy progress at least quarterly through grade reports, including strategies and resources parents can use at home to reinforce learning and build strong literacy habits. Willowbrook will host two face-to-face conferences with parents each year.

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

WES uses a committee and leadership team structure to make decisions regarding supplemental purchases to support students and staff.

Willowbrook provides funding for the following:

The Science of Reading and Arkansas RISE Initiative K-4

- Literacy Small Groups, Intervention & Enrichment training for all K-4 instructional staff facilitated by school literacy coach.
- Coaching Cycles implemented by instructional coaches for all K-4 staff, including instructional assistants and activity staff assisting with WIN time interventions.

Literacy Coach: Gaile Prater

Math Coach: Allison Helton

Interventionist: Kellie Pledger

Collaborative Communities (PLCs)

- Solution Tree Professional Development
- *Classrooms in Motion* Book Study
- *What About Us: K-2 in a PLC* Book Study
- *The New Art & Science of Teaching* Book Study
- Continued PD in Amplify CKLA and Eureka Math
- PD Implementation for Amplify Science

Academic & Behavior Response to Intervention

- WES maintains a full-time schoolwide interventionists, literacy coach, and math coach.
- A Developed system for identifying students not performing at grade level.
- Well documented interventions for support in math, literacy, and behavior
- Progress monitoring of multiple data points and utilizing district flowcharts and intervention plans
- Timely communication provided to parents and team members regarding progress

Learner Engagement

- Conscious Discipline Training
- School Wide Dispositions: Used to promote a positive climate and students learn about the dispositions through their houses and integrated with schoolwide expectations.
- Student Agency: Opportunities to engage students as learners through the Learning Pit, Visible Learning strategies and personalized learning plans.

Communication

- School Wide Morning Announcements shared over Intercom
- Weekly Staff Update Memo, shared agendas, and meeting minutes with staff
- Staff Committees and Collaborative Planning Teams
- Regular social media activity, interaction, and community engagement
- Monthly Parent Newsletter and Parent Calendar
- All staff respond to parents and community within 24 hours
- Parent, Staff and Student Suggestion Boxes (digital Google forms)
- Maintain school website and school calendars
- Quarterly attendance at PTO meetings and Reports by the Principal
- Monthly attendance at PTO meetings by WES parent facilitator

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

WES uses a committee to make decisions regarding supplemental purchases to support students and staff. Additional requests provided by Bentonville Schools will include:

The Science of Reading and Arkansas RISE Initiative K-4

- Instructional Rounds facilitated by instructional coaches and administrators through the collaborative community process (PLC).
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy, math, and/or science.

Collaborative Communities (PLCs)

- Utilize district literacy and math specialists for support
- PD provided by APSRC

Academic & Behavior Response to Intervention

- A Developed system for identifying students not performing at grade level.
- Intervention resources for support in math, literacy, and behavior

WES Leadership Team Meeting Agenda and Minutes Template - [Link](#)