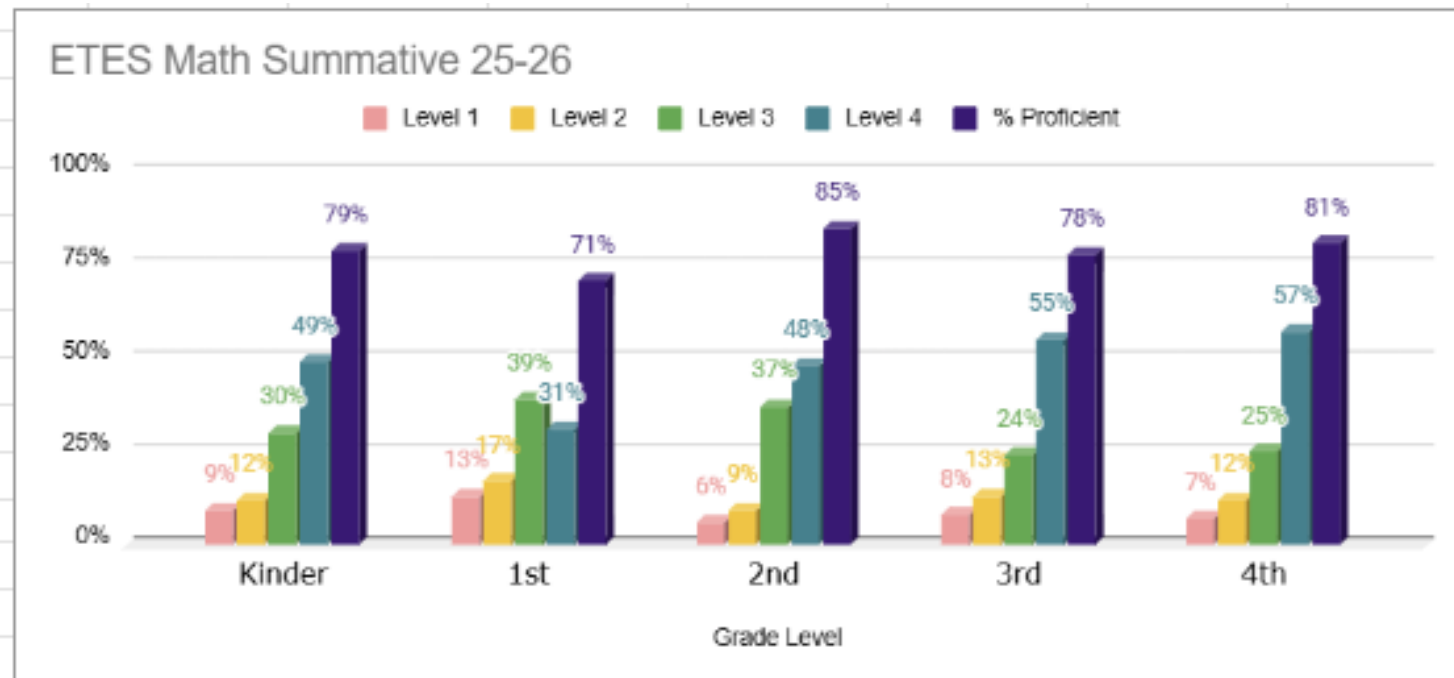
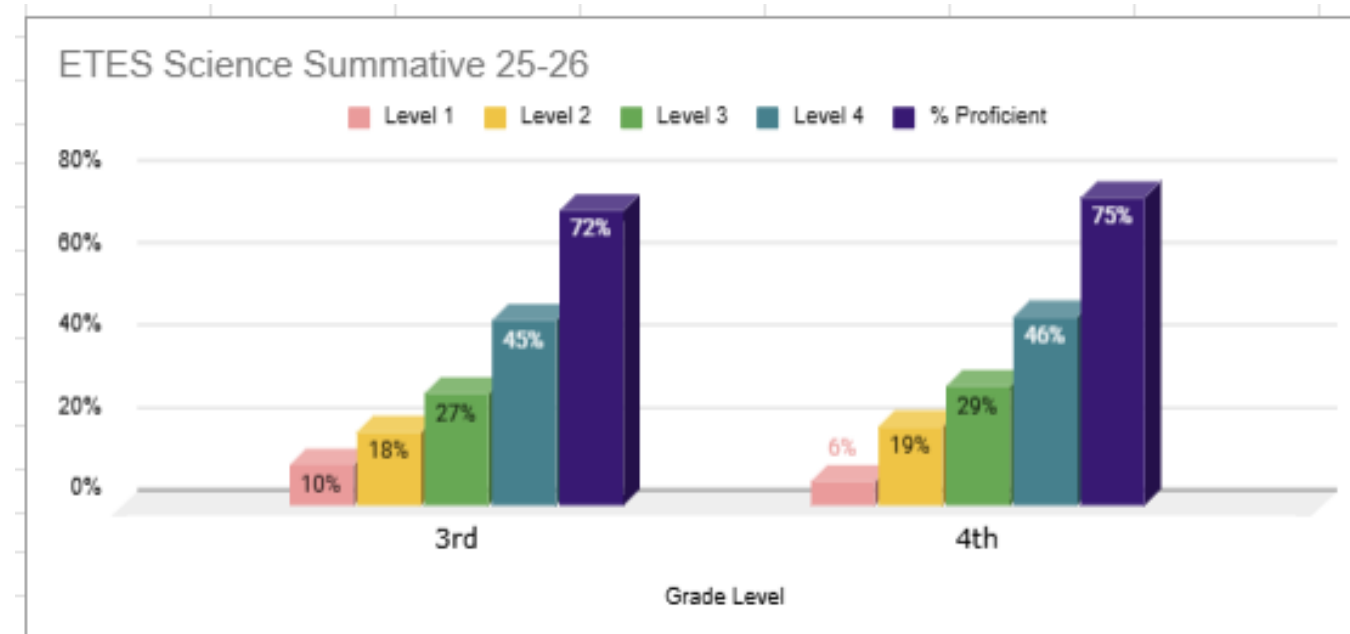
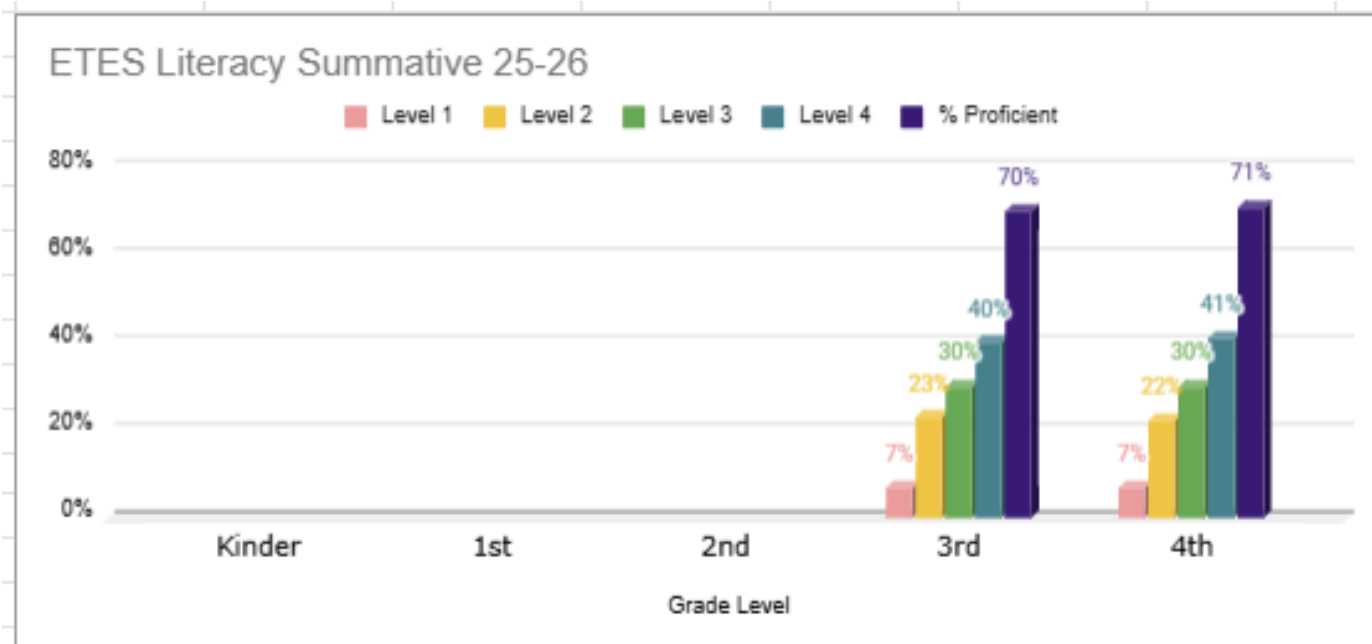




**Elm Tree Elementary
2026-2027**

Building-Level Reflections and Strategic Plan





DATA SUMMARY-CURRENT REALITY

Staff will use a data-driven approach by consistently setting SMART goals and participating in data-informed PLCs. Curriculum coaches, interventionists, the ESL teacher, and special education staff will support data collection, instructional planning, and team decision-making. Teachers will take part in regular coaching sessions and collaborate with peers across content areas, encouraging ongoing growth and new ideas. All instruction and planning will be guided by district and state assessment data to ensure it is focused and effective.

COMPREHENSIVE NEEDS ASSESSMENT:

Elm Tree Elementary School formed a committee to lead our continuous improvement work. The team began by analyzing ATLAS assessment data for all students and specific subgroups, which helped us clearly identify strengths and areas for growth. We also reviewed trends over multiple years in attendance, discipline, academic achievement, and growth to better understand our students' academic and behavioral needs.

Looking at data across literacy, math, and science allowed us to pinpoint areas where instruction needs to be more closely aligned to state standards. In addition, we evaluated our school-wide routines, expectations, and behavior systems to determine where greater consistency and reinforcement are needed. Based on these insights, we are refining our instructional practices and professional learning to better meet the needs of all students.

Three main priorities emerged:

- Strengthen inclusive practices for students receiving special education services by increasing access to the least restrictive environment and supporting meaningful participation in general education.
- Continue building staff capacity in Conscious Discipline and positive behavior supports to proactively address student needs and maintain a safe, supportive environment.
- Increase student engagement and understanding by incorporating Visible Learning strategies grounded in Marzano's instructional framework, with clear learning intentions and success criteria embedded in daily instruction.

We are committed to using evidence-based strategies and aligning resources to support these priorities. Ongoing professional development in Conscious Discipline will remain a focus, and student engagement will continue to drive planning and instruction.

Our ultimate goal is to increase student achievement and growth, ensuring every student reaches grade-level expectations both academically and socially.

STRENGTH AREAS:

- Exceed both state and district averages in the percentage of students achieving proficiency in science, math, and ELA at the 3rd and 4th grade levels.

GROWTH AREAS:

- Subpopulations of students receiving special education services and English as a Second Language (ESL) support demonstrated a lower percentage of proficiency compared to the overall student population.

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

- By the end of the 2026-2027 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 2025 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.
- **Academic Excellence:** Every student will be prepared for academic and career success. Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will receive support to grow academically. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance. Students will be provided high-quality instruction by highly effective teachers. Develop leadership effectiveness for coaching and assessing quality instruction in every classroom. All certified staff will participate in effective PLCs that focus on improving instruction.
 - ETE Indicators: Teachers will provide personalized learning experiences for all students with use of district adopted curriculum and resources.
 - ETE Indicators: Using ATLAS growth scores, Elm Tree will monitor the progress of all students in literacy and math, with additional focus on science growth for students in grades 3 and 4. Grade-level teams and academic specialists will meet regularly to collaborate on strategies and interventions addressing both academic and behavioral needs within the response to intervention (RTI) framework. Teachers will routinely communicate student progress to parents each quarter to ensure ongoing engagement and support.
- **Refined Communication System:** BSD parents & community will receive comprehensive communications and updates to better understand student performance and district decisions. Execute a universal plan of school, district and executive communication to address parents, staff & community. Provide a digital, interactive platform for parents and community stakeholders.
 - ETE Indicators: Elm Tree educators will maintain effective communication with families through weekly newsletters from classroom teachers as well as a monthly newsletter from the principal and PTO. Additionally, parent-teacher conferences will be held twice a year to discuss student progress. Parents will also have daily access to the regularly updated grading platform, OTUS, to stay informed and engaged.
- **Safe and Collaborative Culture:** Build staff capacity to function as a member of the PLC. Students and staff will continue to grow and strengthen their cultural competence to create inclusive school environments.
 - ETE Indicators: Elm Tree teachers will regularly participate in professional development and learning opportunities throughout the school year to further enhance the PLC process and content. Collaboration with local businesses and community members will remain a priority, guiding our PLCs and informing decisions aimed at supporting Elm Tree students and their academic achievement.

MISSION & VISION:

Mission: Empowering ALL to be
Thoughtful,

Engaged, and
Successful

Vision: The ETE Community supports high involvement and social, emotional well-being to achieve success for all.

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?)
1. All students will complete grade-level academic screeners throughout the year to identify needed instructional supports and monitor progress over time.	- Classroom teachers - Curriculum coaches - Interventionist - Administrators	- All staff administering assessments will be trained in both proper administration and how to interpret results. - Students will be screened using assessments that provide reliable and valid growth data. - Teams will review results to establish baselines and monitor progress, ensuring instruction meets each student's needs. - Progress will be analyzed monthly to ensure students remain on track to	Access to assessments and data tools will include, but is not limited to: - ATLAS screeners - Curriculum-based assessments - Common formative assessments - DIBELS 8 progress monitoring materials - OTUS platform - Student data folders - School tracking and documentation spreadsheets - State platform (IRP/MIP)	- State platform (IRP/MIP), building "One Stop" data spreadsheets, and OTUS will reflect progress monitoring data that has been regularly collected and analyzed throughout the year. - Students will be placed in proper intervention groups and these groups will be flexible and responsive based on student progress.

		meet end-of-year expectations.	• A master schedule that includes dedicated intervention blocks and small group instruction time.	
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2. All students will experience a consistent positive rewards system across all parts of the school day.	• Classroom teachers • Counselor • Principal • Assistant principal	• Behavior data will be reviewed regularly to monitor student success and ensure alignment with school rules and monthly expectations. • All staff will actively observe, respond to, and support student behavioral needs. PLC meetings will include sharing and implementing strategies and resources to address individual students. • Staff will provide ongoing review and practice opportunities to help students build behavioral fluency and stamina. • Classrooms will foster strong relationships and a sense of community	• Positive reward system, and Conscious Discipline professional training and resources shared • School-wide character word usage and access to resources to support the word • Shared drive with resources created based on school behavior matrixes • Greeting/Connection resources, Focus Five resources and training, copies of building matrices, and Safe Place materials and training	• Office referrals are lower and student success and participation in the spending of positive rewards points is part of the regular practice and routine for every student. • Students being able to self-regulate and connect with others in the school community.
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		through daily greetings, Morning Meetings (Focus Five), behavior matrices, and the use of a Safe Place.		
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3. All students receiving ESL services or special education support will be provided instruction through inclusive practices within the general education setting to the greatest extent possible throughout the school year.	• Classroom teachers • SPED teachers, SPED lead • Principal • Assistant principal	• Staff will be re-trained in inclusive practices. • Collaboration between general education staff and special educators will occur on a regular and ongoing basis. • Student's IEPs and LPACs will reflect services and support with their peers whenever possible.	• Continue to refer to our previous Solution Tree Inclusive Practice training materials and coaching feedback. • The District Inclusion Facilitator will be utilized for support and training.	• Inclusive Practices are utilized in all grade levels and PLCs. • PLC Meetings involve teachers from general education, ESL and SPED teachers. • IEPs and LPACs will reflect the student's needs and implementation of inclusive practices.
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?)
4. All parents will be invited to participate in parent-teacher conferences during both the fall and spring semesters.	• All teachers • Counselor • Principal • Assistant principal	• Teachers will use School Status for parents to select convenient dates and times to discuss their child's progress. • Teachers will collaborate with parents to determine whether conferences will be held in person or virtually, based on family preference and need.	• OTUS, online grading platform • Ongoing OTUS training • Communication document for teachers to collaboratively schedule • Sign-in Sheet for parents	• All parents who participate in conferences will have signed in and be provided with a copy of the student's report card. • The teacher will also provide the parents with weekly homework, and information about how they can continue to further their student's learning at home.
5. All parents will receive regular weekly communication from the school district, the principal, and/or their child's classroom teachers regarding school and community information.	• Classroom • Teachers • Principal	• Information will be gathered from staff and parents with resources, dates and events that further enrich our student's education, community engagement and learning opportunities.	• Shared newsletter information among grade level teams • Ongoing principal newsletter • Wildcat Weekly events.	• Weekly communication will be gathered and stored in School Status for collaboration among all staff members at the 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?)
6. All licensed staff members will actively participate in collaborative PLC discussions centered on student data for academics and/or behavior on a regular and ongoing basis.	• All teachers • Literacy and Math Coaches • Interventionist	• The schedule will be conducive to allow for collaboration among team members. Teachers will have ample time to plan with grade level teams and support staff to ensure student's needs are met. • Teams will meet weekly with the literacy and math coaches. • Norms will be recognized and adhered to. The gap analysis procedure will be utilized to ensure all teams are properly working together and to target staff	• Proper schedule which allows for planning and collaboration. • Collaboratively developed team norms • Admin support • Common formative assessments centered around essential standards and grade level learning targets. • State screener data	• As evidenced through grade level and team's weekly agendas and planning documents.

		and student needs.		
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Literacy Plan - [Bentonville Schools Literacy Plan 2025-2026](#)

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

Elm Tree Elementary - [Literacy Plan](#)

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

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

- Our interventionist is paid through NSLA funds.
- We also utilize these funds to purchase supplemental literacy and math supplies as well as training for our staff.
- We use these funds for Conscious Discipline training for our staff in order to strengthen emotional regulation learning of our students.

- These funds are used to provide professional development for Visible Learning opportunities.

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

none

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

Insert link to meeting agenda/minutes example: [Staff Meeting Agenda](#)