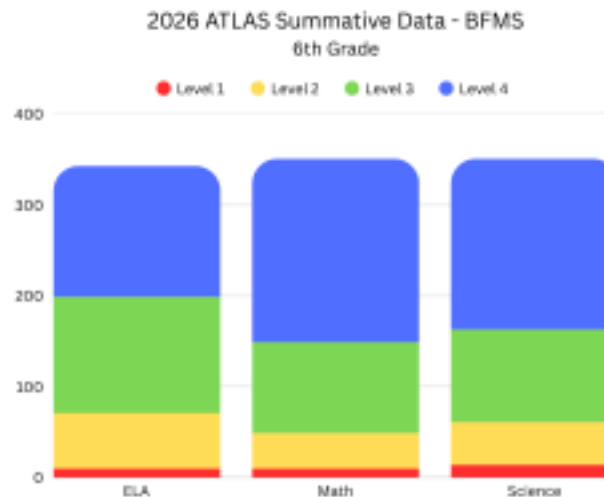
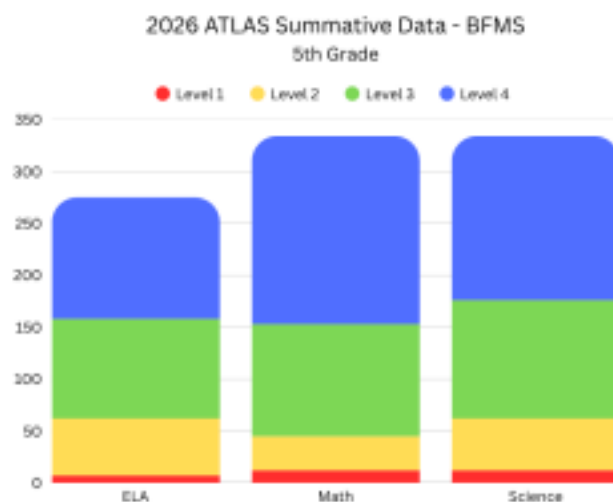




**Bright Field Middle School
2026-2027**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY



COMPREHENSIVE NEEDS ASSESSMENT:

The administrative team at BFMS has conducted a comprehensive review of the 2026 ATLAS Summative Assessment data, in conjunction with a longitudinal analysis of results from the previous two years. This analysis has provided clear insight into current performance levels across content areas, highlighted areas of strength, and identified key opportunities for targeted improvement.

Current Performance Overview – 2026 ATLAS Summative

English Language Arts:

5th Grade: 78% proficiency

6th Grade: 82% proficiency

Mathematics:

5th Grade: 87% proficiency

6th Grade: 86% proficiency

Science:

5th Grade: 82% proficiency

6th Grade: 82% proficiency

In collaboration with our Literacy Specialist and Instructional Coach, we have identified and committed to continuing the following evidence-based actions to improve instructional rigor and student outcomes:

- **Professional Development on Instructional Rigor:** Implement ongoing professional learning focused on purposeful engagement strategies to ensure all students are actively participating in high-level learning experiences.
- **Training on Depth of Knowledge and Questioning Techniques:** Equip teachers with effective questioning strategies and a deeper understanding of cognitive rigor to elevate classroom instruction.
- **Targeted Tier III Phonics Intervention:** Provide daily, data-driven small group instruction in phonics during Personalized Learning Time (PLT) for students identified with foundational skill gaps.
- **Targeted Tier III Reading Comprehension & Fluency Support:** Deliver structured small group interventions in comprehension and fluency daily during PLT, using the same diagnostic tools to tailor support.
- **Data-Driven RTI Meetings:** Strengthen the quality and focus of RTI meetings by prioritizing actionable data analysis and aligning interventions with identified student growth needs.

STRENGTH AREAS:

- All content areas show growth from year to year based on overall percentages of proficiency.
- Overall student performance continues to exceed the state average.
- Student cohorts demonstrate consistent year-over-year growth across ELA, Math, and Science.

DISTRICT GOAL(s): Building goals must be connected to district goals.

- Academic Design for Excelling Students (What are we providing for those who already know it?)
- Refine & Utilize Communication System (School Status)
- Expand Hands-On Career Experiences
- Tell Your Story

MISSION & VISION:

Bright Field Middle School will:

- **Vision:** Lead learning through innovation, collaboration, and dedication.
- **Mission:** We are committed to:
 - Working together as students, parents, and teachers to ensure all students reach their potential.
 - Challenging students to become independent, reflective learners.
 - Helping students develop an appreciation of the joy of learning through hard work and perseverance.
 - Building a community of collaborative learners.

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?)
Improve literacy scores to meet projected growth goals on ATLAS in both 5th and 6th grade reading.	● Literacy Interventionist ● Literacy Teachers ● All teachers ● Literacy Interventionist ● Administrators	● Small group Tier III intervention in reading will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth areas for students who showed weaknesses using the following data: ATLAS, IXL, DAZE, DIBELS. ● Small group Tier III intervention in reading comprehension and fluency will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth areas for students who showed weaknesses using the following data: ATLAS, IXL, DAZE, DIBELS,	● HQIM materials, pacing guides ● IXL ● ATLAS Classroom Tool ● RTI Scheduler ● Master Schedule that allows for daily Tier I, II, III, and SPED	● IXL data ● ATLAS Interim data ● ATLAS Summative data ● CFA/CSA data ● RTI meeting notes

		CFAs, CSAs. • Every student will have access to IXL with special focus provided to those students who have shown weaknesses in reading using the following data: ATLAS, IXL, DAZE, DIBELS, CFAs, CSAs. • Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas. • Core teachers TBD by administration will provide “bubble students” (students who do not qualify for Tier III instruction, but clearly have gaps in reading comprehension) small group instruction during PLT.	support	
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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?)
Every BFMS family will have access to school-wide information about upcoming events, PTO, school news, etc. on a monthly basis.	• Kerry Goodwin (Library Media Specialist)	• The school produces a school-wide newsletter that is distributed digitally to every household (and hard copy when requested). This comprehensive newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization (PTO).	• SchoolStatus platform to send out newsletters	• Monthly Newsletter • SchoolStatus Family Engagement Reports

BFMS families will receive weekly communication from their child's teachers regarding upcoming team events, school events, curriculum, learning topics, etc.	Team Leaders	Each interdisciplinary team sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments, and any announcements (such as field trips or service projects). Teachers will also share student celebrations of achievement.	SchoolStatus platform to send out newsletters	- Team Weekly Newsletters - SchoolStatus Family Engagement Reports
95% of BFMS families will meet with their child's homeroom teacher twice a year to discuss student academic progress and social emotional needs (if necessary).	All teachers	Twice a year, we hold Parent-Teacher Conferences. Teachers are required to contact each family in their homeroom to set up a conference (preferably in person, but if that is not possible a phone or virtual conference will suffice). Parents visit with the teacher to discuss academic progress.	SchoolStatus platform to schedule conferences	- SchoolStatus Family Engagement Reports - Records of conference attendance
BFMS has a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building. These platforms will be updated at least once a week.	Kerry Goodwin (Library Media Specialist)	BFMS has established and will consistently monitor accounts on Facebook, Instagram, and X (formerly Twitter), in order to facilitate constant communication about the educational and extra-curricular activities at BFMS.	Facebook, Instagram, and X (formerly Twitter) platforms	Social Media posts

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)			
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?)

100% of PLCs and teams will commit to providing timely, targeted, systematic interventions and enrichment to all students who demonstrate the need.	● All Core Teachers ● All FlightTime Teachers ● All SPED Teachers ● Literacy Interventionist ● Instructional Coaches ● Administrators	● In depth collaboration and coordination between math and literacy teachers, SPED teachers, literacy interventionist, and Encore/FlightTime teachers to create a schedule to provide all students the targeted intervention they may need as well as true enrichment opportunities. ● All math and literacy teachers will conduct in depth data analysis in PLCs of last year's data (to provide guidance in instructional growth areas) and will analyze diagnostic and progress monitoring data to ensure intervention (and Tier I instruction) efforts are successful. ● Coaches will provide professional development on effective and rigorous engagement strategies resulting in more intentional Tier I classroom instruction and teachers visiting teachers to observe engagement strategies happening in classrooms. ● Coaching cycles will be required for new teachers and teachers who need support.	● RTI Scheduler ● Master Schedule that allows for daily Tier I, II, III, and SPED support ● Instructional Coach ● Common PLC agenda/data templates	● PLC Planning documents and PLC agendas will be reviewed ● Team Schedules for RTI/Enrichment will be reviewed Administrators will be present and engaged in all PLC meetings ● Tier 3 Progress Monitoring will be reviewed quarterly with PLCs to ensure student progress Fall, Winter, and Spring ATLAS testing results will be reviewed by PLCs and teams to ensure student growth across the board in math and literacy.
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Literacy Plan: [Bentonville Schools Literacy Plan 2026-2027](#)

- All BFMS teachers have been through the required RISE training.
- Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms.
- Small groups in reading will be provided through Personalized Learning Time (PLT) and during PE every day. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ATLAS, iReady, IXL, DIBELS. This remediation will be provided by our literacy interventionist and 2 of our social studies teachers who have been trained in SPIRE.
- Every student will have access to IXL with special focus provided to those students who have shown weaknesses in reading using the following data: IXL, ATLAS, DAZE, DIBELS.
- Students who show weaknesses in reading informational text, literature, and vocabulary will receive targeted small group intervention through Personalized Learning Time (PLT) from literacy teachers who develop lessons to target the skills necessary. This intervention will include RISE strategies.
- Students who do not qualify for Tier III reading remediation but whose data shows have clear gaps in reading comprehension will be placed with a core teacher TBD by BFMS administration to receive small group instruction during PLT to strengthen and support their skills and to fill gaps.

- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas which will focus on RISE strategies.

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

One literacy interventionist - district paid

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

Please consider allowing us to hire an additional literacy interventionist. Both 5th and 6th grade reading has been an area of weakness at BFMS for several years. We have one literacy interventionist who provides phonics instruction. We have enough of a demand for phonics instruction that 2 of our social studies teachers also provide phonics instruction during PLT. Our classroom literacy teachers provide remediation and intervention in informational text, literature, and vocabulary, and our classroom teachers are implementing RISE strategies consistently in their classrooms, but reading continues to be an area of need for BFMS.

An additional literacy interventionist would significantly strengthen our capacity to deliver focused, small-group instruction and address the ongoing reading challenges faced by our students.