



Evening Star Elementary 2025-2026 Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY:

2025-2026 4th Grade ATLAS Summative Literacy Scores

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		35729		1056 <i>i</i>	 Percent Count: 23% 8.2K, 36% 12.7K, 26% 9.3K, 16% 5.5K	41%	1055 <i>i</i>	 Percent Count: 24% 8.7K, 35% 12.4K, 24% 8.9K, 17% 6.1K
District		1666		1063 <i>i</i>	 Percent Count: 10% 166, 29% 485, 30% 506, 31% 509	61%	1063 <i>i</i>	 Percent Count: 12% 200, 29% 487, 27% 448, 32% 531
School		145		1067 ± 1 <i>i</i>	 Percent Count: 7% 10, 19% 27, 37% 54, 37% 54	74%	1067 ± 1 <i>i</i>	 Percent Count: 9% 13, 19% 27, 32% 47, 40% 58

2024-2025 4th Grade ATLAS Summative Literacy Scores

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		35184		1054 <i>i</i>	 Percent Count: 26% 9.1K, 35% 12.3K, 26% 9.1K, 13% 4.6K	39%	1054 <i>i</i>	 Percent Count: 26% 9.1K, 35% 12.2K, 25% 8.8K, 14% 5.1K
District		1424		1062 <i>i</i>	 Percent Count: 10% 148, 29% 406, 35% 492, 27% 378	61%	1062 <i>i</i>	 Percent Count: 12% 166, 29% 409, 33% 463, 27% 386
School		136		1067 ± 1 <i>i</i>	 Percent Count: 3% 4, 21% 29, 40% 55, 35% 48	76%	1067 ± 1 <i>i</i>	 Percent Count: 4% 5, 27% 37, 37% 50, 32% 44

2025-2026 4th Grade ATLAS Summative Math Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35772		1057	 Percent Count 22% 31% 28% 19% 7.8K 11.1K 10.2K 6.7K	47%
District			1666		1068	 Percent Count 7% 20% 30% 42% 122 337 500 707	72%
School			145		1073 ± 1	 Percent Count 3% 11% 30% 55% 5 16 44 80	86%

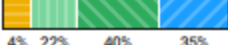
2024-2025 4th Grade ATLAS Summative Math Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35201		1055	 Percent Count 24% 33% 28% 15% 8.5K 11.5K 9.7K 5.4K	43%
District			1424		1068	 Percent Count 8% 21% 31% 40% 113 302 445 564	71%
School			136		1072 ± 1	 Percent Count 2% 14% 38% 46% 3 19 52 62	84%

2025-2026 4th Grade ATLAS Summative Science Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35649		1058	 Percent Count 21% 34% 27% 17% 7.6K 12.2K 9.6K 6.2K	44%
District			1665		1067	 Percent Count 9% 25% 30% 35% 154 415 507 589	66%
School			145		1071 ± 1	 Percent Count 5% 17% 34% 44% 7 25 49 64	78%

2024-2025 4th Grade ATLAS Summative Science Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35198		1056	 Percent Count 25% 35% 25% 14% 8.9K 12.4K 8.9K 5K	39%
District			1424		1065	 Percent Count 11% 27% 31% 31% 158 389 441 436	62%
School			136		1069 ± 1	 Percent Count 4% 22% 40% 35% 5 30 54 47	74%

2025-2026 3rd Grade ATLAS Summative Literacy Scores

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		34464		1055	 Percent Count 22% 35% 25% 18% 7.7K 12K 8.6K 6.2K	43%	1055	 Percent Count 22% 35% 24% 19% 7.7K 11.9K 8.2K 6.6K
District		1499		1063	 Percent Count 10% 26% 28% 36% 150 395 421 533	64%	1064	 Percent Count 11% 26% 27% 36% 161 383 408 547
School		149		1069 ± 1	 Percent Count 1% 21% 28% 50% 2 32 41 74	77%	1070 ± 1	 Percent Count 3% 19% 27% 51% 4 29 40 76

2024-2025 3rd Grade ATLAS Summative Literacy Scores

		Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State		35869		1053	 Percent Count 29% 35% 21% 15% 10.5K 12.5K 7.6K 5.3K	36%	1052	 Percent Count 30% 35% 20% 16% 10.6K 12.5K 7.2K 5.6K
District		1620		1062	 Percent Count 13% 30% 27% 31% 205 478 434 503	58%	1061	 Percent Count 14% 30% 25% 31% 220 480 411 509
School		140		1066 ± 1	 Percent Count 6% 26% 28% 39% 9 37 39 55	67%	1065 ± 1	 Percent Count 7% 28% 29% 36% 10 39 41 50

2025-2026 3rd Grade ATLAS Summative Math Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34487		1057 <i>i</i>	 Percent Count: 21% 7.3K, 33% 11.5K, 29% 9.9K, 17% 5.8K	45%
District			1499		1068 <i>i</i>	 Percent Count: 9% 136, 19% 285, 28% 425, 44% 653	72%
School			149		1076 ± 1 <i>i</i>	 Percent Count: 1% 2, 15% 22, 22% 33, 62% 92	84%

2024-2025 3rd Grade ATLAS Summative Math Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35887		1054 <i>i</i>	 Percent Count: 27% 9.7K, 33% 11.9K, 26% 9.5K, 13% 4.8K	40%
District			1620		1065 <i>i</i>	 Percent Count: 11% 185, 24% 381, 32% 516, 33% 538	65%
School			140		1069 ± 1 <i>i</i>	 Percent Count: 9% 13, 14% 19, 40% 56, 37% 52	77%

2025-2026 3rd Grade ATLAS Summative Science Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			34374		1059	 Percent Count: 21% 7.3K, 33% 11.4K, 28% 9.6K, 17% 6K	45%
District			1498		1069	 Percent Count: 10% 155, 21% 317, 31% 457, 38% 569	68%
School			149		1076 ± 1	 Percent Count: 5% 7, 13% 19, 26% 39, 56% 84	83%

2024-2025 3rd Grade ATLAS Summative Science Scores

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35885		1056	 Percent Count: 27% 9.9K, 34% 12.2K, 24% 8.6K, 15% 5.3K	39%
District			1620		1066	 Percent Count: 14% 221, 24% 393, 30% 494, 32% 512	62%
School			140		1072 ± 2	 Percent Count: 9% 12, 17% 24, 34% 48, 40% 56	74%

2025-2026



ATLAS Summative Mathematics

Grades Tested: KG, 1, 2, 3, 4

Tests Taken: 733 Date Last Taken: 05/11/2026



Percent	2%	9%	25%	64%
Count	15	69	182	467



ATLAS Summative ELA

Grades Tested: KG, 1, 2, 3, 4

Tests Taken: 733 Date Last Taken: 05/12/2026



Percent	3%	11%	26%	61%
Count	21	79	187	446



ATLAS Summative Science

Grades Tested: 3, 4

Tests Taken: 294 Date Last Taken: 05/14/2026



Percent	5%	15%	30%	50%
Count	14	44	88	148

2024-2025



ATLAS Summative Mathematics

Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/12/2025



Percent	6%	14%	39%	41%
Count	17	39	109	115



ATLAS Summative ELA

Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/12/2025



Percent	5%	24%	34%	37%
Count	14	66	96	104



ATLAS Summative Science

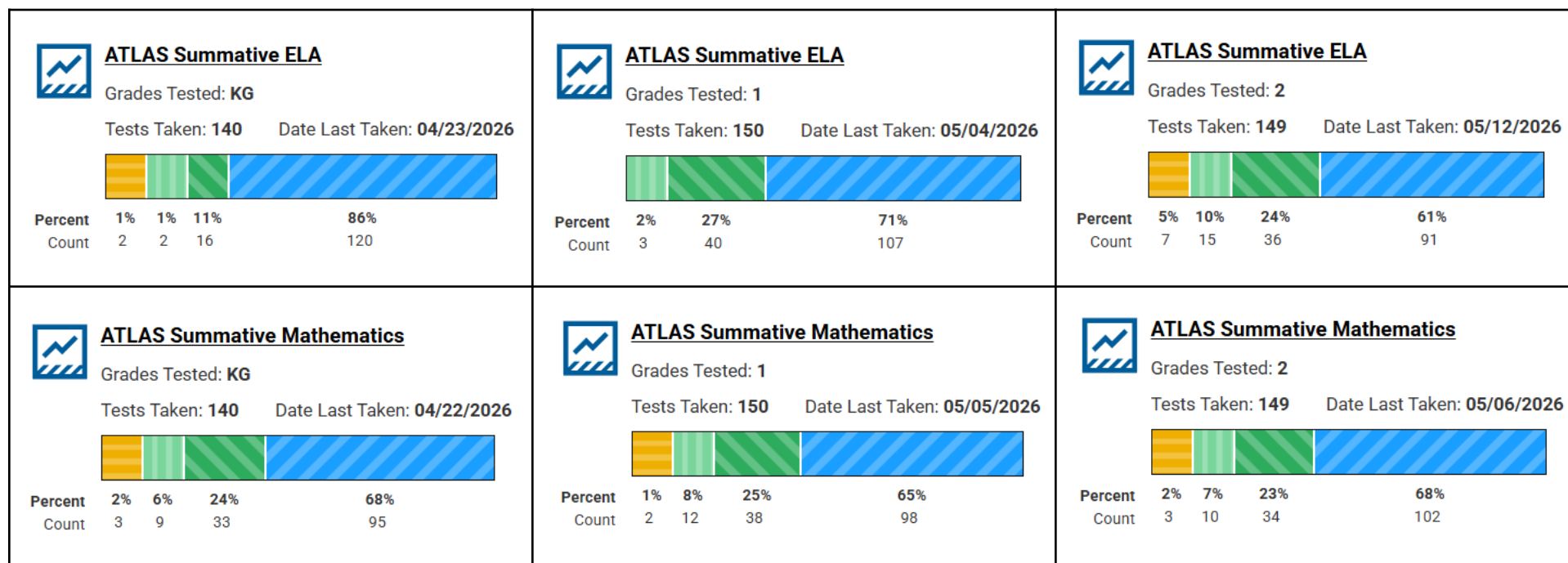
Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/13/2025



Percent	6%	20%	37%	37%
Count	17	56	103	104

Kindergarten, 1st, and 2nd Grade ATLAS Scores:



COMPREHENSIVE NEEDS ASSESSMENT: Evening Star Elementary was recognized by the State of Arkansas as a **RISE Model School** with a **PERFECT** score from the State. We are a **Nationally Recognized Solution Tree Professional Learning Model School**, which allows us to be intentional and purposeful in supporting and growing every student who walks our halls through a dedicated, collaborative approach. Each student, every day. ESE is one of about 500 schools/districts in the US and Canada to receive this honor. In 2024-2025, Evening Star Elementary was recognized as the first **Marzano High-Reliability Level 1** (Safe, Supportive, & Collaborative) Certified School Culture in Bentonville. This recognition places us among just **790 schools** across the U.S. to achieve this prestigious status. Achieving High-Reliability School Level 1 certification reflects the tireless efforts of our staff, who have partnered with families and community members to set goals, gain insights, monitor progress, and refine systems for continuous improvement while fostering a culture in which every student feels safe and supported. In 2025-2026, Evening Star Elementary was recognized as the first **Marzano High-Reliability Level 2** (Effective Teaching in Every Classroom) Certified School in Bentonville. Level 2 Certification places us among only **489 schools** across the U.S. to accomplish this recognition.

We have scored in the **Top 5%** in Performance in the State every year since we opened our building in 2019-2020. For the 2023-2024 school year, according to NICHE, ESE is **#1 of 488** Best Public Elementary Schools in Arkansas. #373 of 50,783 BEST Public Elementary Schools in America. We will continue to implement RISE practices and our collaborative approach through our PLC practices.

Evening Star Elementary School formed a School Improvement Leadership Team and analyzed test scores from the 2025-2026 ATLAS Assessment for our students in Kindergarten through 4th grade. We examined the results for ALL STUDENTS and each subpopulation. Our

Formative Assessment Team identified evidence documenting our main areas of weakness. In addition, we studied our attendance (evidence of maintaining 95% or higher attendance rate), 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 reviewed the trend data from these assessments to better identify areas of need and to help align classroom instruction with State Standards in literacy and math. We examined our current reality, building systems, collaborative commitments, and expectations to identify any areas we could support students in achieving their full potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math, Literacy, and Science.

STRENGTH and GROWTH AREAS:

Growth area across all five grade levels:

- Continue to focus on small-group instruction in both math and literacy, with an emphasis on PLC question: How will we extend learning for students who have demonstrated proficiency?
- Continue PLC sustaining practices:
 - Continue training staff to deepen their understanding of the state PLD documents and align our student-friendly Learning Intentions and Success Criteria with embedded proficiency scales.
 - Continue staff training to ensure proficiency and depth of knowledge with Arkansas standards - horizontally & vertically.
 - Continue to create SMART Goals & data-driven targets that are supported and embedded in all instructional environments (homeroom, special education, auxiliary).
 - Continue PLC training with Solution Tree. On December 1, 2023, our school was recognized as a Model PLC School.
- Continue Hands-Down Conversations book study:
 - Continue assigned grade-level focused instructional practices.
 - Continue monitoring Hands Down Conversation talk moves during Administrative Classroom Walk-Throughs and Peer Classroom Learning Walks.
- The Science of Reading is evident in our scores. These students have been provided instruction rooted in the Science of Reading since we opened our doors in 2019. Our school was recognized as an Arkansas RISE Model School. Due to our success, our staff will continue integrating the Science of Reading research-based instructional strategies.
 - Increase the cognitive load for students: Increase frequency of Hands-Down Speak Out conversations. Students will justify their thinking using academic vocabulary.
 - Increase student reading opportunities, specifically students reading aloud in all grade levels.
 - Student data tracking creating ownership and an awareness of progress and achievement.
- Continue to share students during math and literacy small group blocks.
 - 3 week rotations based on frequent assessments
 - Increase exposure to narrative text
 - Increase opportunities for reciprocal teaching.
 - 3rd and 4th grade flexible math groupings directly correlated with PLC SMART goals.
- Continue Marzano High Reliability Practices:
 - Continue Level 1 - Safe, Supportive, and Collaborative Culture Marzano High-Reliability Practices

- Continue implementation and data tracking of Level 2 practices focused on the NASOT Instructional Model - ensuring Effective Teaching in Every Classroom, Marzano High-Reliability Practices.
- Use State-Approved District Purchased Curriculum along with data driven pacing. Grade-level PLCs will utilize module/unit overviews and pre-assessment data to collaboratively adjust pacing and dynamically group students for targeted instruction.
 - Continue using Literacy state-approved HQIM (CKLA) and begin implementation of the district-purchased program Boost.
 - Continue using the Math state-approved HQIM (Eureka Math) and continue using/implementing the district-purchased program Dreambox. To increase student fact fluency, we will also continue the implementation of the district-purchased math program Reflex Math.
 - Utilize the newly district-purchased state-approved science curriculum (Amplify Science) & district-approved online science simulation programs.
- By May 2027, students in grades 3 and 4 will demonstrate a 15% increase in both proficiency and high-growth categories on the Arkansas ATLAS Science Summative Assessment. Students in grades K-2 will demonstrate foundational science literacy mastery by scoring 80% or higher on building-level cross-curricular writing and vocabulary formatives.
 - Continue integrating STEM exploration into our Owl Innovation Hub and Digital Literacy Auxiliary class.
 - Increase cross-curricular writing opportunities.
 - Tier 3 Vocabulary: Apply SoR morphology practices to science. Teach Greek and Latin roots of science terms before lessons to aid decoding.
 - Passage Dissection: Teach specific annotation strategies for complex science word problems. Train students to highlight the actual question and box key variables.
 - Text Frequency: Require at least two science-based informational texts per week during the science block to build reading stamina.
 - Morphology Wall Additions: Dedicated space for science-specific roots and affixes (e.g., *bio-*, *thermo-*, *-ology*).
 - Explicitly teach how to navigate text structures including cause/effect structures, diagrams, and captions during Tier 1 science instruction.
 - Integrate daily warm-ups focused purely on chart, graph, and table interpretation

DISTRICT GOAL(s): [Strategic Plan-Vision 2025](#) (*Building goals must be connected to district goals.*)

- *By the end of the 2026-2027 school year, Bentonville Schools will 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. In 2024, ELA Summative percentage of district students testing at levels 3 or 4 was 57%. In 2025, it was 59%. For the 2025-2026 school year, our preliminary results reveal that 64% of our students scored a Level 3 or 4 on the ELA Summative.*
- **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 the 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:

Evening Star Elementary-- Where owls empower each other to be our best selves by soaring for the stars in every way.

We are committed to continuing a legacy of excellence that impacts the world around us.

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 October 16th, 2026, 100% of students (first-fourth grade) will be identified and supported with a multi-tiered system of support in order to provide required minutes of instruction for students who have not yet mastered the identified essential standards, as well as extending standards for students who have shown mastery of those standards on common formative assessments. Tier 2 Literacy = 25 minutes daily,	Williams, Cowart, Dancer, Herm, Curry, Merriman, & Holland	By September 25th, grade-level teams will identify students based on data and assign appropriate interventions based on the standards established by the team. Teachers will document intervention strategies, progress toward mastery, and next steps. IRPs and MIPs will be generated. By May 30, 2027, grade-level teams will analyze ATLAS summative data to identify students who may benefit from a DESE At-Home Reading Plan. Grade-level teachers will email At-Home Reading Plans prior to summer break.	- Data folders for all students will be reviewed to identify those who were identified as needing intervention in the previous grade level. - Grade-level assessment data cards, which include state-required Literacy assessments & screeners, common CKLA formative assessment data, and ATLAS data when applicable. Grade-level assessment data cards which include the following common formative assessment data: Bridges diagnostics (3-4), Math testlets (K-2), and ATLAS data when applicable. - Students will be grouped by skill level according to need and receive at least 25 minutes of WISE time daily for literacy. - Students will be progress-monitored every 2 to 4 weeks.	Each student will travel to their targeted intervention during his or her grade-level WISE time. A grade-level spreadsheet with ATLAS Reading and ATLAS Math screener data and interim data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each Level (1, 2,3,4) will be monitored. The percentage of students scoring a Level 3 and 4 will increase over the course of the school year.

for five days a week Tier 3 Literacy = 25 minutes daily, for five days a week Tier 2 Math =30 per week Tier 3 Math =60 per week			• Building Academic RTI meetings will meet at least quarterly. • Intervention resources and training for IAs to implement interventions will be provided. • Continued extension of grade-level standards training for certified teachers. • Continue integration of NASOT strategies & Visible Learning strategies to extend student learning. • In January and March of 2027, data will be reviewed to determine whether additional Tier 2 and/or Tier 3 data needs to be added or continued and if student-specific goals on IRPs and/or MIPs have been met.	
		Building Academic RTI Team and Instructional Leaders will review the SolutionTree RTI virtual Tier Training provided by Mattos to ensure current systems are working and sustainable while ensuring our schoolwide RTI program is efficient, effective, and equitable.	• Building schedule • RTI flow charts • Training notes	The Administration team will work with our Building Academic RTI Team to compare training notes with ESE's current reality and identify any areas of strength and areas of growth.
		ESE will hold a school-wide academic RTI meeting to identify students who might need a more intensive instructional plan. ESE will use BOY PLC time to	• District benchmark scores for BOY assessments. • RTI Literacy Flowchart • RTI Math Flowchart	Students in need will be moved to the appropriate tier based on data and classroom work samples. Each tier will provide individualized instruction targeted to meet students' needs.

		examine students who have already been identified as Tier II or Tier III, and to analyze BOY assessments to determine other students who are not making adequate growth.		
		By September 24th, grade-level teams will identify a SMART goal targeting an instructional area of focus that will drive intervention groups. Data will be collected and SMART goals will be monitored and adjusted quarterly based on data.	• Grade-level assessment data cards. • Intervention resources • Training for IAs to implement interventions. • PLC Agendas • Common Formative Assessment Data Graphs	Grade-level teachers will identify pre and post-data at the start and end of their SMART goal.
By September 11, 2026, 100% of the students currently identified as a student in need of tiered support in the area of behavior will receive intervention.	Dancer & Cowart	By August 20th, data folders for all students will be reviewed to identify those who were identified as needing intervention in the previous grade level. Tier 2 behavior plans will be reviewed by the teacher and the assistant principal. Our foundational PBIS team will continue to attend additional PBIS trainings hosted by A-State.	• Data folders • Tier 2 and Tier 3 behavior intervention plans • For the 2022-2023 school year, our PBIS Foundational team identified our current reality. ○ PBIS revisions ○ Additional PBIS foundational training for new & current staff ○ Attend A-State PBIS Training • For the 2024-2025 school year, our PBIS Action Team reviewed PBIS data from the 2023-2024 school year.	Behavior data is monitored and uploaded for students. • The Assistant Principal will track and graph the data for Tier 2 plans. The Assistant Principal will work in collaboration with the psych examiner to track and graph Tier 3 plans. • Our Building Behavior RTI team and our Building PBIS Action team will review the data and make revisions as needed. • Additional staff training will be provided as needed.

		Building Behavior RTI meetings will meet at least quarterly. By Sept. 2nd, the Assistant Principal will provide staff with training on the district's progressive discipline plan and our building's consequence matrix and behavior expectations. Our PBIS & CD Team will expand staff training and revisit our supportive approach and implementation of PBIS, MindUp, Restorative practices, and Conscious Discipline.	○ Collected survey data from teachers. ○ Identified any adjustments for growth ● For the 2025-2026 school year, our PBIS Action Team reviewed PBIS data from the 2024-2025 school year. ○ Collect survey data from teachers. ○ Review Level 1 HRS data from all stakeholders. ○ Identify necessary adjustments for continued growth. ● Rage to Reason Training was provided in 2021-2022 will continue to be accessible & utilized when deemed necessary. ● 2026-2027 CD Team will attend the 5day CD Institute hosted by BSD (June 1st-June 5th).	There will be a decline in behavior incidents. We will maintain our recognition of positive student behavior through an increase in PBIS points while maintaining the number of Positive Owl Awards issued this year in comparison to the 2025-2026 school year.
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?)
By June 30, 2027, Evening Star Elementary teachers and staff	Williams, Kaufmann, & Eggimann	Revise, edit, and share ESE's Parent-Family Engagement plan to match safety protocols	● Last year's Parent-Family Engagement Plan ● List of event dates from school	On the end-of-year parent survey for the 2025-2026 school year, 94% of parents are satisfied (agree/strongly agree) with the

will communicate effectively to meet the needs of all students by maintaining 97% of parents agreeing/strongly agreeing that we are effectively communicating, as measured on the end-of-year district parent survey. 2025-2026 Parent & Family Engagement Survey results reveal 96% of our parents who participated in the survey state that we communicated effectively to meet the needs of all students. This is an increase from the 2022-2023 school year, which was 95.8%.		for 2026-2027.	and PTO • District safety protocols • End-of-year parent survey provided by our district Federal Programs Director. • High-Reliability Certification Level 1 Survey • High-Reliability Certification Level 2 Survey	regular reports of their child's educational progress provided by their child's homeroom teacher. Our HRS Level 1 Parent Survey revealed that 100% of our parents state the accomplishments of the whole school as well as individuals within the school, are appropriately acknowledged. Staff will send a beginning-of-the-year survey to homeroom parents inquiring about social and academic strengths, supports, and motivation as well as their hope for their child this school year. Staff will maintain or increase data in the following areas as evidenced by the end-of-year survey: • My child's teachers and staff give challenging work. = 89.48% • My child's teachers have high expectations of my child. = 94.73% • School staff members know my child's name and interests. = 96.49% • School staff members are enthusiastic about teaching and learning. = 99.12% • School staff members want my child to do well in school.= 100% • My child's teachers provide extra help when my child needs it. 93.86%
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	Williams, Cowart, Dancer, Herm, Curry, Kaufmann & Eggimann	ESE will host late-night parent/teacher conferences twice a year to discuss academic, behavioral, and socio-emotional growth of students.	- Continued training on the OTUS (gradbook) platform to share grades in real time and generate quarterly report cards. - IRP & MIP training for teachers to document Tier II and Tier III intervention and progress. - Collaboration with PTO to provide certified staff with dinner on late nights.	By the end of each conference window, teachers will connect with 100% of parents in their classrooms in person, virtually, or as a last resort, by phone.
	Williams, Cowart, Dancer, Herm, Curry, and certified teachers	ESE will provide parents with a school-wide newsletter via Smore monthly, and teachers will provide weekly newsletters to share learning objectives, upcoming dates, celebrations, and how to connect learning at school to learning at home.	- Smore and Canva subscription - Updated news from PTO monthly - Classroom pictures on social media outlets that show students engaged in learning. - Maintain a running list of upcoming event dates on our school website. - Home/School connection resources	Staff will share classroom information and learning objectives weekly. Staff shares relevant home-school connection materials monthly.
	Williams, Cowart, Dancer, Kaufmann, Eggimann & ESE PTO	ESE will collaborate with ESE's PTO to plan PTO meetings, volunteer trainings, and other family-fun events throughout the year, such as Pie Supper, Walk in My Shoes-Curriculum & Connections, Spirit	- Establishment of 2026-2027 PTO board in May of 2026 Establishment of PTO meeting dates and events (2026-2027 dates will be updated & added July 30th) - Volunteer Training Slides and dates	Our 2025-2026 HRS Level 1 Parent Survey revealed that 100% of our parents state: (1.6) Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. Parents will engage with ESE's PTO via meetings, trainings,

		Nights, Owl Prowl, etc.	• Parent/teacher event planning committees • Incorporation of literacy and math curriculum parent overviews during our PTO meetings.	volunteer opportunities, and events. Events will be well attended based on our partnership with PTO and communication via newsletters, meetings, and social media outlets. 2025-2026 ESE Parent Engagement Plan 2026-2027 Parent Engagement Plan will be added once completed. Input will be solicited from stakeholders.
By May 2027, Evening Star will increase family engagement and capacity by hosting targeted parent-training sessions—focused on digital safety, Zones of Regulation, and other family relevant learning topics —based on baseline survey data, with 85% of attendees reporting increased confidence in utilizing the strategies provided.	Williams, Kaufmann, & Eggimann	Develop and Distribute the Needs Assessment -identify their highest-priority concerns. We will survey stakeholders to finalize topics, invite expert speakers, and host training sessions specifically targeting technology (hidden apps, screen time), Zones of Regulation, and more. Provide physical or digital "Take-Home Toolkits" or other possible resources such as books or continued learning opportunities following each session	• Develop and Distribute the Needs Assessment • Identify and Secure Speakers/Trainers, community partners, & other stakeholders • Promote sessions through multiple communication platforms to increase family participation & engagement	Track the initial survey response rate, attendance at each session, and post-session feedback (targeting an 85% confidence increase) By leveraging staff expertise, community partners, and targeted communication, planning and hosting events over the academic year. Equipping parents directly supports student well-being, behavioral expectations, and academic focus resulting in student success.

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	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By May 14th, 2027, all grade-level teams will move one level forward on Mattos 1-5-10 rubric by identifying strengths and areas of growth and developing an action plan to implement during weekly PLC and planning meetings.	Williams, Cowart, Dancer, Team Leaders	By the end of September, leadership teams will facilitate the reevaluation of their teams using the Mattos 1-5-10 rubric. Teams will establish a focus area and goal and determine what actions will be needed to push their team to the next level.	• Master Schedule • Mattos 1-5-10 Rubric • Resources identified by each team in order to reach goal.	Teachers will reevaluate their teams' progress quarterly and at the end of the year to determine their progress toward working as a high-functioning PLC Team.
		1-5-10 Rubric will be revisited at the end of each PLC (quarterly) to ensure progress is being made toward the goal.	• Smart Goals written by teams • 1-5-10 Rubric	PLC agendas will hold a place for reflection on the 1-5-10 rubric to keep teams accountable for this discussion at the end of each meeting. Teachers will ask, "What did we do today to move our PLC forward?"
		Our Building Leadership (Guiding Coalition) Team will review the book study Learning By Doing we completed in 2023-2024. We will	• PLC Resources/Books • Learning By Doing book study • Solution Tree training with Jeanne Spiller continued this year. We had 4 trainings with	Training will be provided and continue to be pursued this year, as well as additional planning for future trainings based on data and stakeholder input.

		utilize the information gained to continue to grow as a building and grade-level PLC team. PLC Team Collaboration training opportunities will be continued and pursued if feasible.	Jeanne in 2022-2023. • Learning By Doing Rubrics will be completed. • PLC Model School expectations maintained. • HRS Level 1 Leading Indicator - Collaborative teams regularly interact to address common issues regarding curriculum assessment, instruction, and achievement of all students.	
By May 30th, 2027, all HRS Level 1 and Level 2 survey results will have been reviewed. The Leading and Lagging Indicators will have been identified and a satisfaction score of a 4 to 5 will be achieved for a Safe and Collaborative Culture.	Williams, Cowart, Dancer, Team Leaders	By August 11th, we will have our entire staff trained in the Marzano High-Reliability Level 1 and Level 2 Leading Indicators & the NASOT.	• High-Reliability training over the first 3 levels of HRS. • HRS Survey for Level 1, 2, & 3 will be sent to parents, 3rd & 4th grade students, staff, & building administration. • HRS Level 1, 2, & 3 Survey results will be analyzed in May. • HRS Level 3-5 will be reviewed and analyzed to determine our next steps.	Staff will evaluate how we are developing and maintaining effective instruction in every classroom. Our Guiding Coalition along with our HRS Action Team, will determine our progress and areas of growth to ensure effective teaching is occurring in every classroom. By May 30, 2028, Level 3 Certification as a High -Reliability School will be achieved. Our team will then begin to work to obtain HRS Level 3 certification

Literacy Plan - [Bentonville Schools Literacy Plan 2026-2027](#) -

Literacy Plan- Evening Star Elementary Literacy Plan **2026-2027 Overview:** At Evening Star Elementary, we know the success of our students depends on the implementation of a solid Tier I core curriculum. Our teachers follow the state-approved, district-provided Tier I curriculum and target student needs in order to support learners who need additional support in Tier II or Tier III. Our district and state data reveal a need for a heavy emphasis placed on our high achievers who do not meet growth goals. In order to target this group of students, professional growth and

development in student engagement and differentiation is a school-wide focus.

Master Literacy Plan -
Academic RTI Documents

Action Items: Science of Reading

- Training-PD plan for building for those who need to complete RISE training or take the Pearson Foundation Reading Assessment
- Summary of RISE efforts at building
- RTI efforts as they apply to RISE
- PLC efforts as they apply to RISE
- Use of the state-approved CKLA curriculum that aligns with the Science of Reading

Evidence: Our school serves as a model RISE School for schools across the state of Arkansas. We will continue to:

- Monitor instructional practices through observation.
- Evaluate student growth and achievement.
- Use spring testing data to evaluate achievement and identify need areas
- Use internal RTI data to evaluate our RTI process and identify need areas

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

Academic coaches, activity team members, and classified instructional assistants work with ESE's interventionists to target the instructional needs of students as determined by formative assessments given by classroom teachers. This group of teachers works in conjunction with the grade-level teachers to provide small-group instruction during WISE time, a block of time devoted to supporting at-risk students as well as students who have shown mastery of skills and need an extension of skills that might be beyond grade-level expectations.

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

We value our academic coaches and Special Education LEAD and hold them all in the highest regard. The collaboration in planning, professional development, and coaching they provide to each grade level is invaluable to our staff. Our Literacy and Math Coaches, as well as our Special Education LEAD, have supported our entire staff, including our structured learning staff, with the implementation and scaffolding techniques needed for students' success with grade-level curriculum as well as inclusive practices. They provide growth opportunities in-house all year long. We would love to continue to see a focus on maintaining our literacy coach (Kaela Herm) full-time and maintaining our full-time math coach (Katie Curry), while securing the necessary resources to secure a full-time Special Education LEAD (Laura Merriman).

Additionally, we see the impact Professional Learning Communities have on student achievement and school culture. We will continue to maintain our successful implementation of HRS Levels 1 & 2 Certification practices while pursuing Level 3 HRS Certification and maintaining Model Professional Learning Community expectations as outlined by SolutionTree. We appreciate the district's support as we continue to strive for excellence.

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

Insert link to meeting agenda/minutes: