

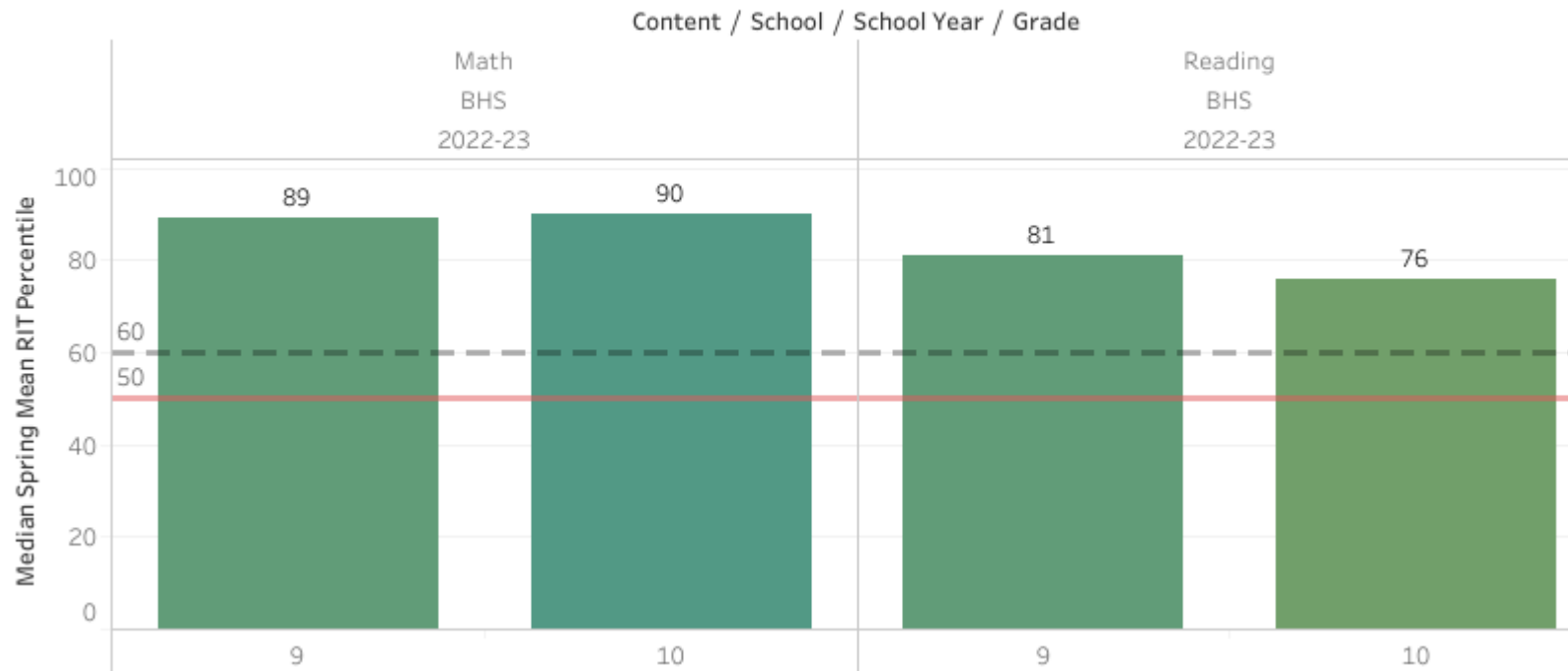


**Bentonville High School  
2023-2024**

**Building-Level Reflections and Strategic Plan**

**DATA SUMMARY-CURRENT REALITY**

Spring RIT (Percentile)



### **COMPREHENSIVE NEEDS ASSESSMENT:**

Bentonville High School formed the School Improvement Leadership Team and analyzed the test scores from the 2023 administration of the ACT Aspire exam and MAP assessments. We examined the results for all students and each subpopulation. From those results, our data assessment team generated written evidence documenting our main areas of weakness. 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 why our students are not achieving their potential. Our supporting data statements show the discrepancies in achievement, among our various subpopulations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these (3) areas:

- testing administration practices (MAP and WorkKeys)
- subpopulation performance
- CTE/Career readiness certifications

We will select interventions and use funds that put us in the best position to address those needs. We will provide greater communication regarding the importance and use of MAP and WorkKeys data, strengthen stakeholder buy-in on standardized testing procedures, enroll more black and Latino students in test prep courses, and coordinate with CTE teachers to increase the % of students graduating with a nationally-recognized college and career certification. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery.

### **STRENGTH AREAS:**

- AP Scores are at or above the state and national averages in almost all areas.
- National Merit Scholars
- Max Preps national ranking
- Math MAP scores
- 9th grade PSAT participation
- Attendance

### **GROWTH AREAS:**

- English MAP scores

- IB Diploma Program
- AP Micro/Macroeconomics scores

**DISTRICT GOAL(s): [Bentonville Strategic Plan 2022](#) Building goals must be connected to 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.**
- **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:**

Mission: *Bentonville High School will provide rigorous and relevant academic experiences within a culture of effective and caring relationships.*

Vision: *Tenacious - Innovative - Good Citizens - Engaged - Responsible - Successful*

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| <p><b>IIID01<br/>Response to<br/>Intervention</b></p>  | <p><b>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).</b></p> |   |   |  |
| <p><b>SMART GOAL</b></p>   | <p><b>LEAD STAFF</b></p>   | <p><b>Action(s)</b></p>   | <p><b>RESOURCES NEEDED</b></p>  | <p><b>EVIDENCE</b><br/>(How will success be measured?<br/>What will evidence of success look like?)</p>  |
| <p>The Math and ELA departments will administer MAP testing 3/year to measure academic growth.</p> | <p>Assistant Principals (AP) over MAP testing and teachers in the Math and ELA departments</p>   | <p>MAP Windows will be defined by the district.<br/><br/>AP will schedule MAP testing and note it on the Master Calendar.</p> | <p>Dedicated class time to administer test (approximately 1 hour per test administration)</p> | <p>Success will be measured by the disaggregation of the data. PLCs will review data to determine growth areas based on previous scores and grade-level readiness based on readiness standards</p> |

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|  |  | AP over MAP testing will work with students who miss the initial testing window to test   |  |  |
| Members of the admin team will run quarterly attendance reports and Cognos behavior incident reports to identify students who need more targeted intervention. | Assistant Principals and Deans of Students | Dean of students will run attendance reports and communicate to stakeholders regarding necessary followup (including but not limited to parents, other school staff, social workers, courts, etc.).<br><br>Deans will run behavior incident reports and communicate with key stakeholders regarding Tier 2 and Tier 3 BIPs and additional supports. | Access to Cognos and eSchool to run relevant reports.<br><br>Support from SPED, 504, and behavior teams. | Success will be measured by a reduction in unexcused absences and/or in fewer behavior infractions |

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| <b>FE06<br/>Refined<br/>Communication</b> | <b>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.</b> |   |                         |  |
| <b>SMART GOAL</b>                         | <b>LEAD STAFF</b>  | <b>ACTION STEPS: What needs to be done?</b> | <b>RESOURCES NEEDED</b> | <b>EVIDENCE</b><br>(How will success be measured?<br>What will evidence of success look like?) |

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| <p>Building principal will generate 1/month parent communication to be dispersed on multiple platforms.</p> | <p>Principal</p>   | <p>Record robocall</p> <p>Post learning-focused content through Thrillshare.</p> <p>Host Principal's Sessions and Parent University meetings.</p> | <p>Robocall system, Thrillshare, email messages.</p> <p>Listserv, space for in-person meetings</p> | <p>Success will be measured by regular messages/content to families.</p> <p>Success will be measured by positive comments on parent satisfaction surveys.</p> |
| <p>Parent Involvement Facilitator will post weekly content on social media.</p>                             | <p>Parent Involvement Facilitator</p>  | <p>Post pertinent information on social media (Twitter, Facebook, and Instagram)</p>  | <p>Social media accounts, google form for people to submit social media content</p>                | <p>Success will be measured by weekly social media posts.</p>   |
| <p><b>ID13<br/>Safe &amp;<br/>Collaborative<br/>Culture</b></p>   | <p><b>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).</b></p> <p><a href="#"><u>ID13 Collaborative Culture</u></a></p> |   |  |   |
| <p><b>SMART GOAL</b></p>  | <p><b>LEAD STAFF</b></p>   | <p><b>Action(s)</b></p>   | <p><b>RESOURCES NEEDED</b></p>   | <p><b>EVIDENCE</b><br/>(How will success be measured?<br/>What will evidence of success look like?)</p>   |

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| <p>PLCs will meet a minimum of twice per month to review curriculum, instruction, and data.</p>    | <p>Instructional Specialists, Assistant Principals, and PLC Leaders</p> | <p>Instructional Specialists:<br/>Coordinate PLC times so that all teachers can attend, including those in multiple PLCs. Attend meetings as frequently as possible.</p> <p>Assistant Principals:<br/>Attend meetings as frequently as possible. Offer guidance where needed.</p>  | <p>Dedicated PLC times<br/>Agendas<br/>Methods to collect and analyze data (Formative, Google Forms, etc.)</p> | <p>Success will be measured by data gathered at each meeting.</p>                                  |
| <p>Each PLC will provide a data story 3/year. Focus will be on improving academic performance.</p> | <p>PLC Leaders</p>  | <p>PLC Leaders: Keep a running agenda, lead the meetings, keep track of data, support teachers.</p> <p>PLCs will use a district-level template report to provide data summaries and stories that highlight their work for the quarter.</p> <p>Assistant Principals, Instructional Specialists, and Building Principals will review data and give feedback.</p> | <p>Dedicated planning time.<br/>Access to district-level templates.</p>  | <p>Success will be measured by the use of data to drive instruction for the next unit/quarter.</p> |

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

**Student Support Counselor** - Our student support counselor supports students struggling with social and emotional issues. This student support counselor is available to all BHS students and serves as an advocate for our students' needs. She develops relationships with students and meets with them throughout the year to continue support. She also monitors student communication in email and alerts leadership when students are at risk of harm. Supporting students with social and emotional issues provides the foundation for greater academic success by removing impediments.

**Student Advocate** - Our student advocates serve as liaisons for our parents and students and provide support for them inside and outside of school, including community support organizations. Student advocates provide emotional and physical support for our students and build relationships with outside organizations that can provide additional layers of support. This position improves students' academic success by removing outside factors that could potentially impede learning and focus.

**Summer School & Summer of Engagement** - These initiatives were a great success this summer. Our Summer School served 300 students and provided remediation. We offered 60 different subject areas and held several sessions in each area. Over 80% of our students received a passing grade on their summer school courses. In addition, we also offered an enrichment program in Summer of Engagement (summer camp). We offered seven 1 week sessions with academic, enrichment, and college/career-readiness activities both on and off campus. This was a huge success and several students have requested that it be held again next summer.

**Tutoring Program** - Our tutoring program provides additional academic support for students outside of the regular school day. Students can request tutoring before or after school when Flex sessions and classroom instruction are not supplying enough support for academic success.

**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: [Admin Meeting Agendas](#)**

