Bentonville West High School
2023-2024
Building-Level Reflections and Strategic Plan

ACT Aspire - 3 Year Trends

English	20-21	21-22	22-23		Math	20-21	21-22	22-23
9th	74%	69%	65.7%		9th	48%	34%	46.5%
10th	71%	71%	70.4%		10th	36%	41%	36.5%

Reading	20-21	21-22	22-23		Science	20-21	21-22	22-23
9th	49%	54%	58.3%		9th	49%	42%	46.5%
10th	39%	45%	51.7%		10th	45%	46%	41.3%

ACT 237 - Career Readiness

What is your first name?	What is your last name?	Campus?	For which certification are you providing data for 2022-2023?	How many students took the certification exam? (Combine the number of students from all courses and / or sections for which	How many students passed the certification exam? (Combine the number of students from all courses and	What is the passing rate for this certification exam? (ex. # of	In which course was the certification implemented?
Jessica	Ortiz	BWHS	MICROSOFT OFFICE SPECIALIST EXCEL	41	8	20%	Survey of Business
michelle	schaffner	BWHS	MICROSOFT OFFICE SPECIALIST WORD	4	1	25%	Survey of Business
Michelle	Schaffner	BWHS	SOCIAL MEDIA MARKETING	29	10	35%	Digital Marketing
Leslie	Myers	BWHS	AUTODESK CERTIFIED USER (ACU) REVIT	34	13	38%	Architecture/CAD 1, Architecture/CAD 2, Architecture/CAD Lab
Jessica	Ortiz	BWHS	MICROSOFT OFFICE SPECIALIST WORD	63	34	54%	Survey of Business

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Meredith	Sturgis	BWHS	S/P2 SOFT SKILLS CERTIFICATION	88	83	93%	FACS
Luke	Hampton	BWHS	OSHA 10HR (GENERAL INDUSTRY, CONSTRUCTION, HEALTHCARE, VETERINARY, ETC.)	49	45	84%	Foundations of Healthcare
Kambra	Mathis	BWHS	OSHA 10HR (GENERAL INDUSTRY, CONSTRUCTION, HEALTHCARE, VETERINARY, ETC.)	101	95	94%	Foundations of Healthcare
Jamae	Brown	BWHS	E-FOOD HANDLERS	113	107	95%	Food Safety and Nutrition
Krystal	Farrar	BWHS	OSHA 10HR (GENERAL INDUSTRY, CONSTRUCTION, HEALTHCARE, VETERINARY, ETC.)	54	52	96%	Survey of Agricultural Systems
Thomas	Powell	BWHS	S/P2 SOFT SKILLS CERTIFICATION	157	152	97%	Internship
Krystal	Farrar	BWHS	BEEF QUALITY ASSURANCE CERTIFICATION (BQA)	41	41	100%	CASE Animal Science
Tamara	Johnson	BWHS	E-FOOD HANDLERS	52	52	100%	Food, Safety, & Nutrition
Kambra	Mathis	BWHS	FIRST AID/CPR/AED	80	80	100%	Foundations of Healthcare
Bree	Keith	BWHS	FIRST AID/CPR/AED	70	70	100%	Principles of Sports Medicine

COMPREHENSIVE NEEDS ASSESSMENT: **Bentonville West has taken advantage of our RISE training. It shows in the data and show in classroom observations. In this past year, we have had over 60% of our teachers using RISE strategies in the classroom according to our observations. This was one of our goals from last year, and we have shown growth in this by inspecting what we expect, and building teacher knowledge skills and abilities in RISE application. Our reading scores improved in both 9th and 10 grade students on the ACT, PSAT, and MAP scores. We saw a decrease in our Math, Science, and English percentiles. We have made improvements in our emphasis on career readiness, one of our goals from last year. However, as you can see from the chart above, there are several of our courses that did not offer certifications to our students. We see this as a large area of potential growth. We will work closely with Dr. Toby Nix on a plan of improvement in that area. Finally, we realized that our intervention time and efforts are there as a foundation, but we do not have an effective system for targeting and providing feedback to our students within that system. Our efforts to be at the forefront of support from the YES WE CAN initiative will get us what we need to reach that goal this year. These three concerns have led us to prioritize these (3) areas:**

- **Improving Tier 1 and Tier 2 instruction w/ YES WE CAN initiative**
- **Improve our intervention strategy for our students needing support in Math/English.**
- **Improve our Career Readiness Certification status across the board**

DATA SUMMARY-CURRENT REALITY

STRENGTH AREAS:

- **Reading scores (Across the board)**: We have improved our reading scores across all grades and tests. This is a testament to the efforts that teachers exhibited in implementing RISE. We had over 60% of our teachers implementing some part of RISE principles that we observed, and we will continue to grow that number. This had a direct effect on our students performances on our tests. We can see a marked improvement between MAP scores between Fall and Spring, and our scores on our standardized tests reflect the same. We will continue to grow this trend with our continued work with RISE as well as improved remediation through the implementation of the Yes We Can initiative.

- **Staff Morale/Staff Leadership:** After our Post Covid experience, students and teachers were searching for a way to get back to a more normalized daily operation. With a year under our belt, and with the student resilience, we started to see an improvement in the morale and leadership of our teachers. There were multiple initiatives that teachers took part in to improve morale. We had a contest for the best video to speak to the students about proper test taking skills. Each department put in their best video and we voted during the staff meetings. We also had a teacher start a "Staff Shout-Out" program. Parents, teacher peers, and students all have access to offer words of encouragement or praise for a job well done. The teacher then sent these special notes to any staff member that received them. Teachers and counselors really emphasized Social and Emotional learning and healing in the classroom, and we made improvements to our reporting systems when there is an emergency issue. All of this led to an overall improvement in morale as noted in our end of the year survey for last year.

- **Phone/Late Work Initiatives**: Two of the major initiatives that came out of our teacher leadership practices was our Phone procedure, and our Late Work procedure. We started with an interest survey to the teachers, and a general survey to parents. We

then formed a committee for each of these two initiatives to examine these surveys to determine the need for both. Since there was a high need and desire for them, we conducted another survey to determine the best way to accomplish this task. The committee (comprised of teachers, parents, administration, support staff, and students) examined the current policies for each, and determine the best plan for the building. We then conducted a pilot in certain departments in the building and did one final survey with those groups. The result was a plan that we have implemented at the start of this year that has already correlated with improved engagement and student learning. We have already received praise from parents for the work we did on this, and we are excited to see the academic results we reap from improved student engagement.

GROWTH AREAS:
- **Improve our Career Readiness Certification status across the board** - As the chart above shows, we are not doing well as a building on our certifications. Our numbers grew in some areas, stayed stagnant in others, and in one area (computer science) we had no certifications. We knew that this would have to be a goal for us this year as a result. Dr. Nix, our CTE Assistant Principal (Mr. Williams) and others came up with a strategy to deliver results in every area that has a possibility for certification. Some, but not all, of that plan is teacher professional development, support through community outreach, weekly checks on status and reporting, increased awareness of the new certifications and opportunities available through the LEARNS act, and expectations for PLC groups. The teachers are excited about the plan and have already given students goals to plan their process for certifications in their respective classes. Our goal is to have all students attempt certification in at least one area of focus.

- **Improve our intervention strategy for our students needing support in Math/English** - One of the things we started last year to improve our interventions with our Math and English students was to create targeted intervention for our most needy students. We had a plan, but the data that we collected last year was not ask accurate as we wanted it to be. We met as a leadership group and discussed a plan to pinpoint the students that needed the most support, but not to preclude all students. Through this plan, we will focus on our students who are in need of support, or close based on our most recent Aspire results. These students have been pinpointed by our specialists and department chairs in conjunction with assistant principles and the students will be scheduled into targeted FLEX sessions that are specific to the areas that they struggled on taking the test, and teacher strengths.We will collect feedback from exit tickets and then continue the remediation feedback loop until standardized test time.

- **Improving Tier 1 and Tier 2 instruction w/YES WE CAN initiative** - We have always worked hard to provide Tier 1 & 2 interventions for students at every level in every grade. Our PLC's meet and discuss the data and plan assessments, and then ask Dufour's third and fourth questions before starting the cycle all over again. However, we have not been as smart as we need to be. In this post covid world where students are still feeling those effects, we needed a system of intervention that could be laser focused on

what the students need when they need it. We have asked and been approved as a site to host the Yes We Can initiative school-wide. We have been working closely with the organization and our partner in the group. Our first step was to complete a needs assessment, which will take place in September. The next will be to establish which method of collecting and producing the data we need is the most effective. Then the teachers will work closely with the folks from "Yes We Can" to determine the best tiered intervention strategies for these groups. This coupled with our interventions specific to Math and English will be our way of focusing on the students that need it the most, as well as the general population.

DISTRICT GOAL(s): 2023_Strategic_Plan.pdf 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:
Bentonville West mission:Bentonville West High School will foster a culture of innovation and engagement where all learners achieve and belong.

Bentonville West vision: Bentonville West High School will create a positive, innovative, and engaging environment where all stakeholders contribute their unique gifts for the betterment of the school, the community, and the world. Each student and staff member will be an active participant in an ever-evolving and inclusive learning atmosphere, which creates successful lifelong learners and productive citizens.

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?)
We will Implement a schoolwide cell phone procedure.	Principal Deans Assistant Principals Classroom teachers	- Create the Phone Procedure Committee - Scheduled meet times and teacher compensation for time outside of contract hours (if needed) - Present plan to staff and offer feedback - Create a plan to collect data to assess the efficacy of the plan	- Time and Space - Teacher exemplars of classroom cell phone policies - Eschool, Triand,	Monitoring of behavioral data and Teacher, student, parent survey results
We will partner with Yes We Can program to streamline our Tier 1 and Tier 2 interventions	Principal Assistant Principals PLC Leadership Classroom teachers	- Attend District Yes We Can PD. - Partner with Yes We Can Coach to develop and implement tiered intervention strategy - Review data to determine results of strategy - Begin the cycle of Review, adjustment, and implementation.	- Meeting times and dates with the Yes We Can Coach for teacher connection and building leadership planning. - PLC time to use RTI strategies. - Matrix, Triand, District Specialists, District testing coordinator	- Data from standard tests, CFA's, and Survey information. - Assessment and feedback from Yes We Can coach.
FE06 Refined	**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**			

Communication	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?)
Each teacher will have a Google classroom and ensure it is current, relevant and descriptive of curriculum, classroom activities, and student progress	Assistant Principals Department Heads	• Teachers will update their google classrooms for the 2021-2022 school year. • Administrators will review all teacher websites and google classrooms to make sure they are compliant • Teachers will continue to update the website and google classroom as necessary.	• Dee Thomas & Tech support • Teacher website Template and procedures	• All google classrooms inspected by Admin. are aligned, supportive of students, and informative to parents. • Parent survey results at the end of the year will show success or need for improvement.
We will connect with our community by hosting events to honor and celebrate our community.	Tacuma Williams Ginger Mayes Shelly Harris Christy Gore Admin. Team Select Teachers	• Celebrate with community and students by hosting a Latin Dance Party • Host an event celebrating the Indian Holiday Hindi Diwas connecting with our kids, their parents, and our community	• Space and Time in building • Funding for refreshments and decorations • DJ - Music • SSC Support • Chaperones	• Follow up survey's with parents will show positive results and improvement • More participation from parents of our ESL student community • Celebration of culture seen throughout the building.

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). **ID13 Collaborative Culture**			
SMART GOAL	**LEAD STAFF**	**Action(s)**	**RESOURCES NEEDED**	**EVIDENCE** **(How will success be measured? What will evidence of success look like?)**
PLC's will use data from prior assessments to ensure all CFA's have proper rigor and relevance to our student learners.	PLC Leadership District specialists	● Prior to PLC, teachers will collect data from CFA's (both past and present) ● During the PLC meeting, teachers will show trends from the data and make suggestions for remediation ● Teachers will adjust the tests to accommodate and support all students ● This is a continuous cycle that will take place weekly.	● CFA test results ● MAP data	● Students achieving master level will increase. ● Students MAP scores will increase
We will implement a new late work policy to provide valuable data to continue to assess and remediate for students.	Principal Assistant Principals PLC Leadership Classroom teacher	● Create the Late Work Policy Committee ● Scheduled meet times and teacher compensation for time outside of contract hours (if needed) ● Present plan to staff and offer feedback ● Create a plan to collect data to assess	● Time and Space ● Teacher exemplars of classroom cell phone policies ● Eschool, Triand,	● Data collected on student late work by classroom teachers ● Grade data collected from Eschool. ● Assessment Scores (both CFA's and standardized tests)

| | | the efficacy of the plan | | |

| Literacy Plan - [Bentonville Schools Literacy Plan 2023-24](#) -schools add literacy plans |
| Master Literacy Plan - [Academic RTI Documents](#) |

| **Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:** |
| **Working with our District Social Worker** - We really want to be more proactive with our attendance tracking this year. This is difficult to keep up with at times, but we have a plan to continue to encourage our teachers to take attendance as well as working closely with our District Social Worker on the FINS process. We will meet at the start of the year with our Social Worker, and get on the same page about how we will track and monitor absences, when we do home visits, and when we have to submit a FINS petition.
 Student Advocate - Our student advocate is a liaison for our parents and students and provides support for them within the walls of the school as well as outside the school with connections to support organizations. Student advocates provide emotional, and physical support for our students, and continue to build relationships with outside organizations that can provide that support.
 Community Service - The district and state have adopted a policy requiring all Freshman to have a certain number of hours in community service by the time they graduate. As a result, we have been proactive in reaching out to our community partners to provide options for our students who have that need. We have also created a system of using the form to collect their hours, and including the data in their resumes as well.
 Behavior Intervention Plan Review/Monitor/Update - We have made it a goal to ensure that all of our BIP's are documented and provided to all that need it. We also will work very hard to ensure that these plans are reviewed as often as necessary to support these students to the best of our ability. We provide data on these students overall so that we can review our procedures with students with needs. We will use that data to determine if practice and teacher pedagogy needs to change to fit the needs of all of our students. |
| **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: [Sample agenda Link](#)** |