



R. E. Baker Elementary

2023-2024

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Reading Student Growth Summary Comparison F-S 2019 - 2023										
Fall 2022		Spring 2023		Growth			Student Norms			
Mean RIT	Achievement Percentile	Mean RIT	Achievement Percentile	Observed Growth	Projected School Growth	School Conditional Growth Percentile	Number of Students	Number of students Met	Percentage of Students Who Met	Student Median Conditional Growth Percentile
3	185.9	49	198.6	58	13	11.1	77	67	39	58
4	195.6	47	204	45	8	8.7	45	74	40	54
Fall 2021		Spring 2022		Growth			Student Norms			
3	184.3	37	197	50	13	10.4	90	76	46	61
4	199.8	67	208.8	72	8	7.8	60	76	42	55
Fall 2020		Spring 2021		Growth			Student Norms			
3	188.8	65	196.6	47	8	10.9	8	67	23	34
4	195.7	47	202	35	6	8.6	9	65	25	38

Math Student Growth Summary Comparison F-S 2019 - 2023										
Fall 2022		Spring 2023		Growth			Student Norms			
Mean RIT	Achievement Percentile	Mean RIT	Achievement Percentile	Observed Growth	Projected School Growth	School Conditional Growth Percentile	Number of Students	Number of students Met	Percentage of Students Who Met	Student Median Conditional Growth Percentile
3	188.5	54	200.8	48	12	13.2	35	67	32	18
4	198.2	44	208.5	39	10	11.3	31	74	34	46
Fall 2021		Spring 2022		Growth			Student Norms			
3	186.4	36	202.6	61	16	12.1	98	76	59	78
4	200.3	54	213.7	69	13	10.7	87	76	51	67
Fall 2020		Spring 2021		Growth			Student Norms			
3	188	50	201	50	13	13.1	42	67	37	55
4	197.8	42	211.1	53	13	11.3	79	65	46	71

DATA SUMMARY-CURRENT REALITY

Reading Student Growth Summary Comparison F-S 2019 - 2023

	Fall 2022		Spring 2023		Growth			Student Norms			
	Mean RIT	Achievement Percentile	Mean RIT	Achievement Percentile	Observed Growth	Projected School Growth	School Conditional Growth Percentile	Number of Students	Number of students Met	Percentage of Students Who Met	Student Median Conditional Growth Percentile
K	140.3	79	161	93	21	16.6	95	78	58	74	68
1	159.1	76	174.5	69	15	16.5	34	89	47	53	49
2	176.2	76	189	68	13	14	32	64	33	52	50
	Fall 2021		Spring 2022		Growth			Student Norms			
K	139.5	71	157.3	82	18	15.6	81	89	59	66	63
1	160.9	82	176.3	80	15	15.5	47	63	33	52	49
2	172.1	48	185.5	51	14	12.9	59	64	35	55	59
	Fall 2020		Spring 2021		Growth			Student Norms			
K	144.7	95	157.8	81	13	16.1	12	58	20	48	44
1	156.6	60	171.8	52	15	16.3	28	67	29	43	42
2	171	46	186.7	46	16	13.9	79	66	40	61	57

Math Student Growth Summary Comparison F-S 2019 - 2023

	Fall 2022		Spring 2023		Growth			Student Norms			
	Mean RIT	Achievement Percentile	Mean RIT	Achievement Percentile	Observed Growth	Projected School Growth	School Conditional Growth Percentile	Number of Students	Number of students Met	Percentage of Students Who Met	Student Median Conditional Growth Percentile
K	146.2	91	166	96	20	17.1	88	78	51	65	65
1	163.4	76	178.3	62	15	16.9	22	89	38	43	42
2	177.8	72	190.1	54	12	15	12	64	26	41	35
	Fall 2021		Spring 2022		Growth			Student Norms			
K	143.6	77	164.7	94	21	16.4	98	91	70	77	78
1	165.3	82	180.7	78	15	15.7	43	63	27	43	43
2	173.7	41	188.6	47	15	14	66	64	33	52	50
	Fall 2020		Spring 2021		Growth			Student Norms			
K	148.2	96	166.5	97	18	16.8	73	58	41	71	76
1	160.1	55	177	53	17	17	44	67	35	52	51
2	172.5	37	185.9	29	14	15	26	66	25	38	35

ACT Aspire

ACT Aspire															
ELA				3rd Proficiency			Eco Dis			SPED			ELL		
Grade	2021	2022	2023	3rd to 4th	2021	2022	2023	2021	2022	2023	2021	2022	2023		
3	39	49%	52.1		English	59	47	68	23	9	34	60	22	75	
4	40	63%	45.1	-5%	Math	34	39	47	8	18	17	40	22	38	
					Reading	17	26	28	8	9	17	20	0	13	
					Science	17	22	28	8	9	8	0	0	13	
English															
Grade	2021	2022	2023												
3	72	68	80.8												
4	67	79	65.9	-2%											
Math				4th Proficiency			Eco Dis			SPED			ELL		
Grade	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023			
3	56	58	58.9		English	54	67	45	16	42	17	17	50	22	
4	44	56	58	0%	Math	37	41	35	5	25	25	0	50	13	
					Reading	37	41	29	10	25	17	0	0	22	
					Science	30	40	33	0	33	16	0	50	13	
Reading															
Grade	2021	2022	2023												
3	41	40	39.7												
4	48	58	46.3	6%											
Science															
Grade	2021	2022	2023												
3	42	33	41.1												
4	38	53	39.5	6%											
STEM															
Grade	2021	2022	2023												
3	20	21%	24.7												
4	25	24%	22.2	1%											

COMPREHENSIVE NEEDS ASSESSMENT:

RE Baker Elementary conducted data trend analysis of academic achievement using the results from quarterly formative assessments, local common assessment, NWEA MAP, ACT Aspire, and family engagement surveys results.

We examined our instructional strategies, classroom structure/grouping, and classroom observation data. Based on data we have committed growth efforts to Tier I instruction, common assessments, approach to Response to Intervention, and professional development practices to better meet the needs of all our students. In addition, teachers in Professional Learning Community teams meet weekly with an instructional facilitator to review

formative, real time classroom performance data, and focus on classroom instruction. The entire faculty meets twice a month to review and discuss data and instructional practice that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

STRENGTH AREAS:

2022 - 2023 ACT Aspire:

Our 3rd Grade ELA percentage of proficiency grew from 49% to 52.1%. 80.8% of third grade students scored ready or exceeding on the English exam. 58% of 3rd and 4th grade students scored ready or exceeding in math.

Percentage of economically disadvantaged students that scored ready or exceeding increased in third grade when compared to 2021-2022 data.

NWEA MAP:

50% of all students met or exceeded their spring goal in Reading.

Kindergarten Achievement Percentiles increased from fall to spring in both reading and math.

GROWTH AREAS:

- NWEA MAP: Grades 1-4 achievement percentiles declined in both reading and math from the fall to spring with the exception of 3rd grade reading.
- Grade level teachers capacity to understand grade level standards, learning targets, and measures of proficiency.
- Instructional Coaching that fosters growth in teachers.
- Social Emotional Instruction for all students to create communities of learners with self regulation and coping skills.
- Percentage of students continuing to score below grade level benchmark on the ACT Aspire in Grades 3 and 4.

Percentages of 3rd Grade Students Scoring Close/In Need of Support on 2021-2022 ACT Aspire	
English	19%
Reading	60%
Math	41%
Science	59%

Percentages of 4th Grade Students Scoring Close/In Need of Support on 2021-2022 ACT Aspire	
English	34%
Reading	53%
Math	42%
Science	61%

DISTRICT GOAL(s): [Bentonville Strategic Plan 2023](#) 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:

R.E. Baker Elementary School will create a learning environment that fosters learning and develops compassionate and contributing citizens through purposeful instruction. We are committed to our vision: Success for ALL: Educate, Equip, Empower

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?)
All students at R.E. Baker will be identified in our RTI documentation identifying	Nick Lyons	All students will be assessed monthly according to literacy screeners and assessments outlined in district assessment	Dedicated Time on PLC Rotation for RTI Meetings. Case Managers - Time to meet Training of staff on assessments Literacy	Success will be measured by identifying intervention needs of students and progress monitoring of intervention to close academic gaps to ensure success on grade level

<p>students on and below grade level supported by assessment data collected according to district assessment calendars. Students intervention status and progress will also be identified monthly with documentation of progress monitoring completed</p>		<p>calendars per grade level. Data will be entered in Matrix by the determined deadline at the end of each quarter. These assessment systems will provide timely results in order to intervene early and often with the students for improved performance.</p> <p>NWEA MAP, Adapted QPA, Adapted PAST, Maze, Map Oral Fluency will be used according to grade level. Any student with two data points not on grade level will be flagged for intervention decided at scheduled RTI meetings. Intervention, progress monitoring tool, progress monitoring frequency will be outlined at these meetings.</p>		<p>material. Percentages of students identified as scoring below grade-level benchmarks will decrease.</p>
		<p>RTI Case Managers will meet with each team monthly and discuss every student per grade level. They will discuss most recent data surrounding quarterly literacy assessments and screeners. They will also monitor intervention progress for both Tier II</p>		

		and Tier III students. The teacher that provides intervention for each student as outlined in the case manager document will update the team each month on progress of intervention and that data is entered in EdPlan.		
		Case Managers will meet monthly to review progress notes from each grade level to ensure all progress monitoring is up to date and students are receiving the correct intervention. This committee will help determine when the students should move up or down in tiered intervention and if further diagnostic testing is necessary.		
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?)
R. E. Baker parents receive weekly	Nick Lyons	Grade level teachers communication goes out each week with	Access to district parental survey results at the end of 2022-2023 school year.	Parent surveys should show satisfaction with communication from teachers and

<p>communication from administration and teachers. Classroom teacher communication keep parents updated on learning targets for the upcoming week. Administration communicates weekly about parental involvement opportunities. Monthly parents are provided a newsletter with parental tips on on working with students at home on grade level learning targets. Parents will be able to monitor student progress on mastering learning targets and essential standards through TeacherEase</p>		<p>information about what will be covered in class for that week. Administration monitors this communication weekly.</p>		<p>administration. We will have an increase in our percentage of parents that feel they are given the appropriate tools and suggestions on how to help their students at home</p>
		<p>Monthly newsletter</p>	<p>Professional development opportunities</p>	

		produced with short teacher tip videos. Each grade level chooses a math or reading strategy to create a video for parents to be able to follow to practice with their child.	on embedded formative assessments and systematic evidence collection across grade levels.	
		Administration monitors TeacherEase updates weekly to guarantee updates are being made by regularly to guarantee parents can track progress toward mastery on grade level standards	Dedicated time for PLCs to determine and create short instructional strategies to share with parents.	
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). <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?)
Professional Learning Communities will meet weekly following a rotation to meet to discuss: Math Grade Level Data, Literacy Grade Level Data, Response to Intervention to discuss progress	Nick Lyons	1. Establish schedule: Math PLC Literacy PLC Response to Intervention - Academic Response to Intervention - Behavior	Coaching to increase teacher capacity of learning target proficiency.	PLC Surveys will show a increase understanding of learning target proficiency.

<p>monitoring data of Tier II and Tier III students, Response to Intervention Behavior Meetings to discuss Tier II and Tier III behavior plans and data.</p>				
		<p>During planning teams identify essential standards to track formatively to and have discussions in Math and Literacy using the 4 PLC questions.</p>	<p>Professional Development to assess and provide feedback to students to make instructional moves and decisions quicker.</p>	<p>Increase of students mastery on common formative assessments.</p>
		<p>Facilitate instructional conversations to guarantee student mastery of essential standards/learning targets</p>		

<p>Literacy Plan - Bentonville Schools Literacy Plan 2023-2024</p>
<p>Master Literacy Plan - Academic RTI Documents</p>
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Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
\$150,698.31 of Title I funds will be used to provide salaries for 2.5 FTE that provide math and literacy intervention.
Additional Request for the district to consider: (what additional requests the school is asking of the district)

*District - Additional Support/Considerations: (what the district decides to provide)
Insert link to meeting agenda/minutes example: REBES Leadership Team Agenda