



## WILLOWBROOK VISION

We dare to be...

- Innovative
- Creators
- Thinkers

We dare to be DIFFERENT!

## WILLOWBROOK MISSION

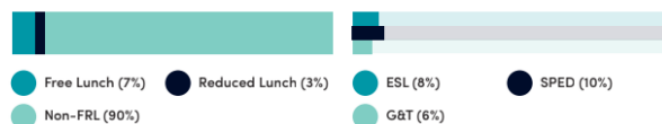
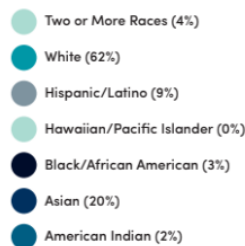
Teachers and students collaborate as a learning community as we raise our expectations and stretch our potential to achieve success.

## WILLOWBROOK STUDENT CREED

We at Willowbrook promise to work hard, collaborate, and strive to become the best we can be and achieve at our highest level.

# Willowbrook ELEMENTARY SCHOOL

### Demographic Data



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# Bentonville Schools

## 2021-2022

### DISTRICT STRATEGIC PLAN GOALS

At Willowbrook, we have aligned our campus goals to our district strategic plan goals. Each strategy provided is our plan as a school community for accomplishing our goal. We utilize the following indicators as evidence and results.

### **District Goal 1: Academic Excellence**

**Strategy 1.1:** Students will be engaged in personalized learning experiences that are real, relevant, and rigorous.

- **Goal Statement:** Every student will be prepared for academic and career success.
- **WES Indicators:** Teachers will provide personalized support and learning for all students using district provided curriculum and resources. Teachers will obtain the required Arkansas RISE certification and training.

**Strategy 1.2:** Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance.

- **Goal Statement:** Students will receive support to grow academically.
- **WES Indicators:** Using our NWEA Growth MAP Scores and ACT Aspire Growth Scores, Willowbrook will monitor the progress of all students in literacy and math. Grade level teams and academic specialists will meet regularly to discuss strategies and interventions for student needs in academic & behavior response to intervention support. Parents will be notified of student progress routinely each quarter by the teacher.

**Strategy 1.3:** Develop leadership effectiveness for coaching and assessing quality instruction in every classroom.

- **Goal Statement:** Students will be provided high-quality instruction in all classes.
  - **WES Indicators:** Willowbrook will provide support to teachers and staff based on evaluation performance data through collaborative communities (PLCs). Classroom walkthroughs and observations will be conducted regularly. Administrators, academic coaches, and teachers will analyze classroom observation data through the collaborative community process. Teachers and staff will participate in documented literacy and math coaching cycles as individual teachers and/or grade level teams.
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# 2021-2022

## DISTRICT STRATEGIC PLAN GOALS

### District Goal 3: Safe and Collaborative Culture

**Strategy 3.1:** Build staff capacity to function as a member of a collaborative community (PLC).

- **Goal Statement:** All certified staff will be contributing members of their Professional Learning Community (PLC).
- **WES Indicators:** Willowbrook staff will participate in professional development and learning activities throughout the school year. The school will collaborate with local business and community partners in working together to provide excellence for Willowbrook students.

**Strategy 3.2:** Diverse school leadership teams will consider inclusive actions for school improvement, provide diversity and inclusion training, and create inclusive school environments.

- **Goal Statement:** Students and staff will continue to grow and strengthen their cultural competence to create inclusive school environments.
- **WES Indicators:** The school's hiring committee panel may include all staff members at varying positions. School improvement goals will be generated by the leadership team and revised as needed throughout the school year. Inclusive language will be included in school communication and curriculum. The leadership team will include a member of the district's Diversity, Inclusion, and Equity committee member.

**Strategy 3.3:** School Campus and school activity facilities will have safe and secure facilities and operations.

- **Goal Statement:** Every student will learn in a safe and secure environment.
  - **WES Indicators:** Willowbrook will conduct regularly scheduled safety drills each month. Site visits conducted by Bentonville Schools Director of Security and Safety will receive a letter grade. School administrators will ensure that the school's emergency response plan is updated and communicated to all stakeholders.
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# Willowbrook Elementary

## MAP Achievement and Data Analysis

**K: 98 percentile Reading, 99 percentile math.** We want to celebrate Zabrina Elington and Deb Shiohira both consistently had high achievement and high growth. Owens and Elkins both had average high achievement with average growth. Smith, Andrews and Moore were virtual and the data shows low growth and low achievement. An area for improvement is for this team to have more focused data discussions for literacy and math during PLCs and planning meetings.

**1: 90 percentile in reading, 87 percentile in math.** Students in first grade struggled due to only having half year of kindergarten in 2019-2020 in addition to attendance issues due to covid. First grade should have focused more toward small groups and intervention in 20-21. Blended teachers Foreman and Davenport should have had better performance. These are veteran teachers who have had exceptional results in the past. All of first grade virtual was a struggle. Students were not engaged and staff struggled with supporting students virtually.

**2: 92 percentile reading, 94 percentile math.** This team benefited from their coaching planning cycle. Virtual classrooms produced low achievement. Blended classrooms produced exceptional performance data with high achievement and high growth. We will monitor Brown and Norris, virtual teachers, next year.

**3: 76 percentile reading, 85 percentile math.** Adams' blended classroom did well with high achievement and high growth. We will need to monitor progress of Vaught, Rooks, and Rhine very closely and have purposeful discussions during PLCs/RTI. Eason will take a break from being our sped co-teach classroom. This classroom was the lowest performing campus wide, but held steady as average across the district. Third grade included a high number of special education students included within a co-teach model in addition to a high number of ESL students. We also increased the grade level from 4 blended classrooms to 5 at mid-year. The needs and support for the grade level changed mid-year. This group of students will be a concern and top priority for 21-22 as fourth graders.

**4: 91 percentile reading, 95 percentile math.** Fourth grade was consistent with high achievement and high growth. A more consistent model of using Lexia for students in tier 2 and tier 3 proved to be helpful. Fourth grade is a part of the pilot for Reflex math. Achievement increased from 80 percentile to 95 percentile by the end of the school year. Fourth grade will need to focus and prepare for the incoming group of students for 21-22. We will need to be very vigilant and strategic with our conversations during PLCs and planning with coaches. This group of students will need a lot of support but I'm also very confident in this group of teachers as I know they are up for the challenge.

# Willowbrook Elementary

## MAP Growth Data Analysis

**K: Met and exceeded projected growth in reading and math; Math strategies and interventions is the area of focus for this team. We will rely heavily on our math coach for this support and very focused PLCs in this area. With additional support from instructional assistants, we will utilize them for math interventions.**

**1: Did not meet projected growth in reading and math; Kinder group from 2020-21 needed lots of support; Interventions and RTI is the area of focus for this team and our 2nd grade team will need to be ready to support these students in this way. Thankful that ESL and literacy coach jumped in to assist this team with student groups, math/literacy interventions, vertical teaming with second grade teachers, team coaching cycle, and small group instruction will need to be the focus for first grade. Hughes and Davenport also need individual coaching cycle support for math and literacy. Davenport may have been impacted primarily by COVID this school year but we will monitor this school year.**

**2: Met and exceeded projected growth in reading and math; Math strategies and interventions will be the area of focus for this team. Stark, second year teacher, produced the highest growth in the district. Stark also works closely with our instructional coaches. From fall to winter there was no improvement in growth, however from winter to spring growth observed went from 8 to 17. This team had great growth, I expect them to assist with vertical teaming with first grade. I will look for this team to specifically address small groups and interventions during vertical teams as well as host scheduled learning walks. They will also receive a challenging group from 1st grade this year.**

**3: Did not meet projected growth in reading and math; We will celebrate Kim Herdes. As a virtual teacher, her classroom had very high growth in reading at 60%. This is the highest of all WES virtual classrooms. This team will need support from both instructional coaches in planning meetings for literacy and math. Vertical teaming PLCs with 4th grade will provide needed peer collaboration. Strategies for ESL and SPED will be helpful for this team as they had the largest population this school year. These students will need lots of additional support in small groups in 4th grade for the upcoming school year. SPED resource students will be evenly distributed across the grade level versus having Eason/ Foster follow the co-teach model. It is too difficult to predict sped numbers and staffing at this time.**

**4: Met and exceeded projected growth in reading and math; The additional engagement strategies and interventions proved to be beneficial this first year. Blended teachers selected small groups as part of their PGPs. We will celebrate Jennings for having the highest growth across the district in literacy and math as well as Rushing, Lichlyter, and Tarp who all were also very high. Fourth grade team needs to improve in the area of growing students who already have high achievement in math and reading. They should utilize the learning of small group instruction this year with the high number of students in sped resource and ESL who will be joining fourth grade. This team will also need to improve in domain 4d Participating in a Professional Community. They do an amazing job teaching as individuals are EFFECTIVE as a team. To grow beyond EFFECTIVE we will focus on their contributions to the entire school community and possibly with other schools.**

**SPED Resource: 35% in winter to 50% in spring met or exceeded growth in Reading; 55% in winter to 61% in spring met or exceeded growth in Math. We made a mid-year adjustment within our sped curriculum for literacy to help students who were stuck and not growing. This adjustment proved to be beneficial, however our sped resource teacher, Foster, will need some coaching this year in providing an efficient learning environment while balancing the other duties of special education.**

# Willowbrook Elementary

## ACT Aspire Data Analysis

Third grade did better overall on ACT Aspire than they did on NWEA MAP. Our subpopulations did not do as well on MAP. This makes me really think about the format in which information is presented and the strategies used by students. This will make an interesting discussion with the team and coaches. While students in third grade performed better on ACT Aspire than the MAP assessment, reading is still the number one concern that needs to be addressed.

### **3: % Performing at Exceeding and/or Ready**

English 81%

Reading 59%

Science 65%

Math 81%

Fourth grade results seem to be very comparable to the MAP assessment with the exception of reading. Pulling third and fourth grade teams together for this discussion could be beneficial for teachers and staff.

### **4: % Performing at Exceeding and/or Ready**

English 90%

Reading 40%

Science 75%

Math 84%

# 2021-2022 WES COMMITTEES

## Teaching & Learner Engagement

- Houses & Student Agency
- Robotics

## Family & Community Engagement

- Virtual Morning Announcements
- Pep Rallies
- Career Day & Community Fair

## Building Positive Culture

- Dispositions & PBIS
- Student Social & Emotional Support/ Choose Love
- Culture Fair
- Spirit & Morale
- Houses & Student Agency

## Building Systems & Processes

- Behavior RTI & Discipline
- WES Mentor Academy
- EdCamp

## Parental Involvement

- Parent University
- Parents as Visitors & Volunteers
- Walk in my Shoes
- Parents as Teachers

# Behavior Snapshot and PBIS Point Totals

Conduct Referral Location by Grade Level

	K	1	2	3	4	Totals
Parking Lot	1					1
Recess	6	7	1	12	5	31
Hallway				1		1
Gym		1	1		1	3
Cafeteria		3			1	4
Classroom	6	4	4	8	1	23
Bus		1	4	1	1	7
Bathroom				2		2

	Be Safe	Be Respectful	Be Responsible	Total
K	6006	8346	13788	28140
1	5479	8452	13177	27108
2	8700	14037	13428	36165
3	9034	21166	27133	57333
4	9280	12024	14554	35854

# 2021-2022 WILLOWBROOK DISPOSITIONS

The staff, students, and parents chose five characteristics that are used throughout the school to promote a positive climate. Students and staff discuss these dispositions during house meetings, pep rallies, classroom guidance lessons, and classroom lessons. Our dispositions are embedded in our PBIS matrix to create consistency about expectations across campus. Staff are able to award students who are exhibiting our Willowbrook dispositions with PBIS points and Perfect Peanut Awards. Students who exhibit the Willowbrook Dispositions also exhibit the Profile of a Graduate.

**Empathy**  
**Self-Control**  
**Problem Solver**  
**Perseverance**  
**Positive Attitude**  
**Integrity**

