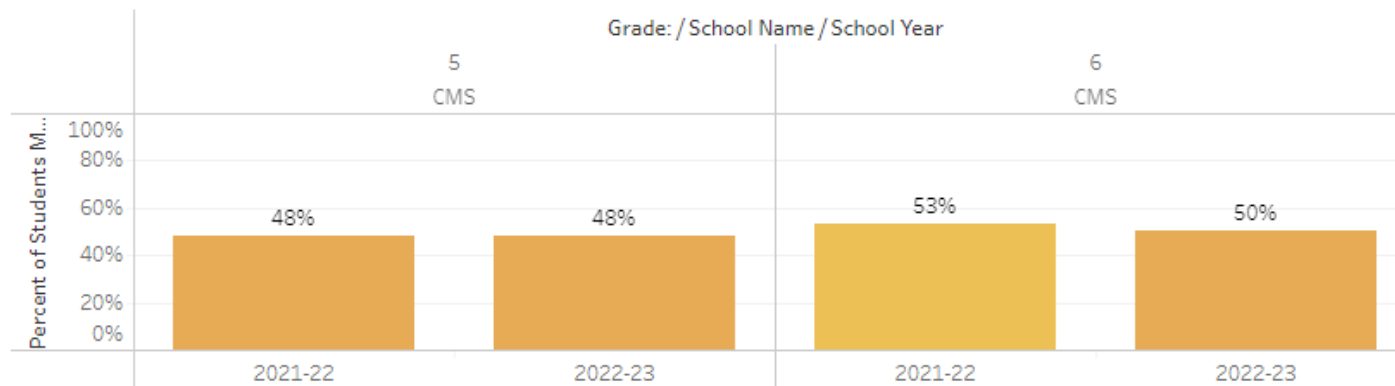




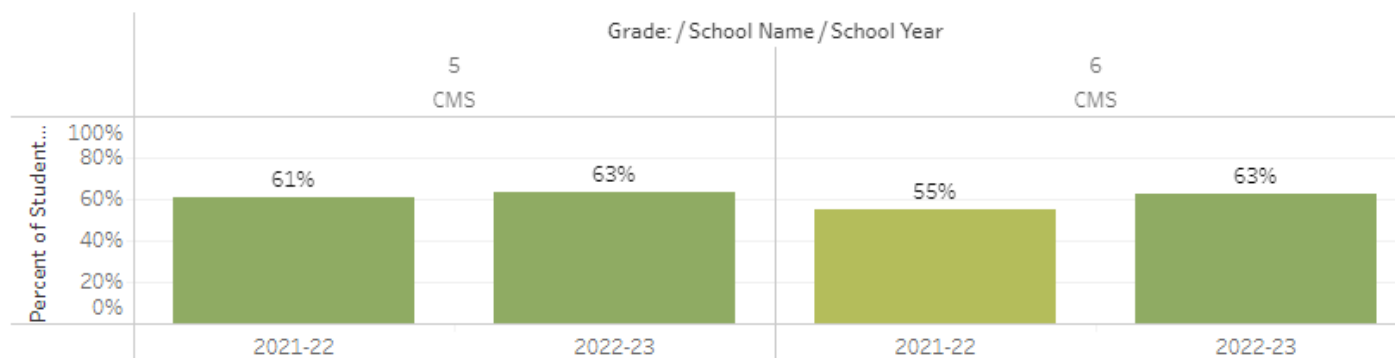
Creekside Middle School
2023-2024
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

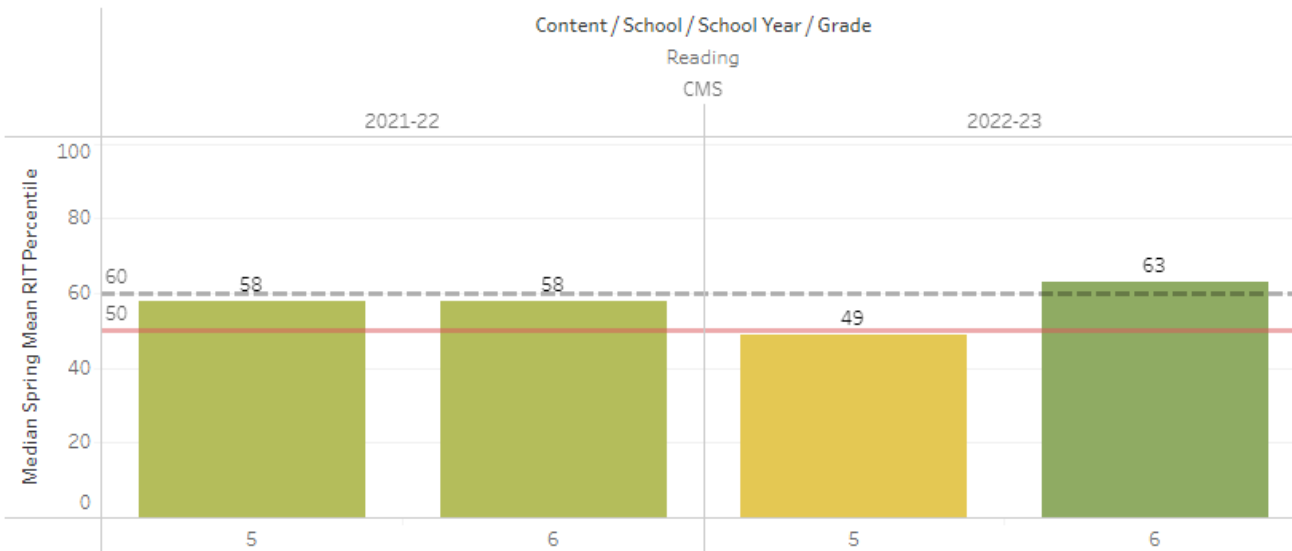
Aspire Reading



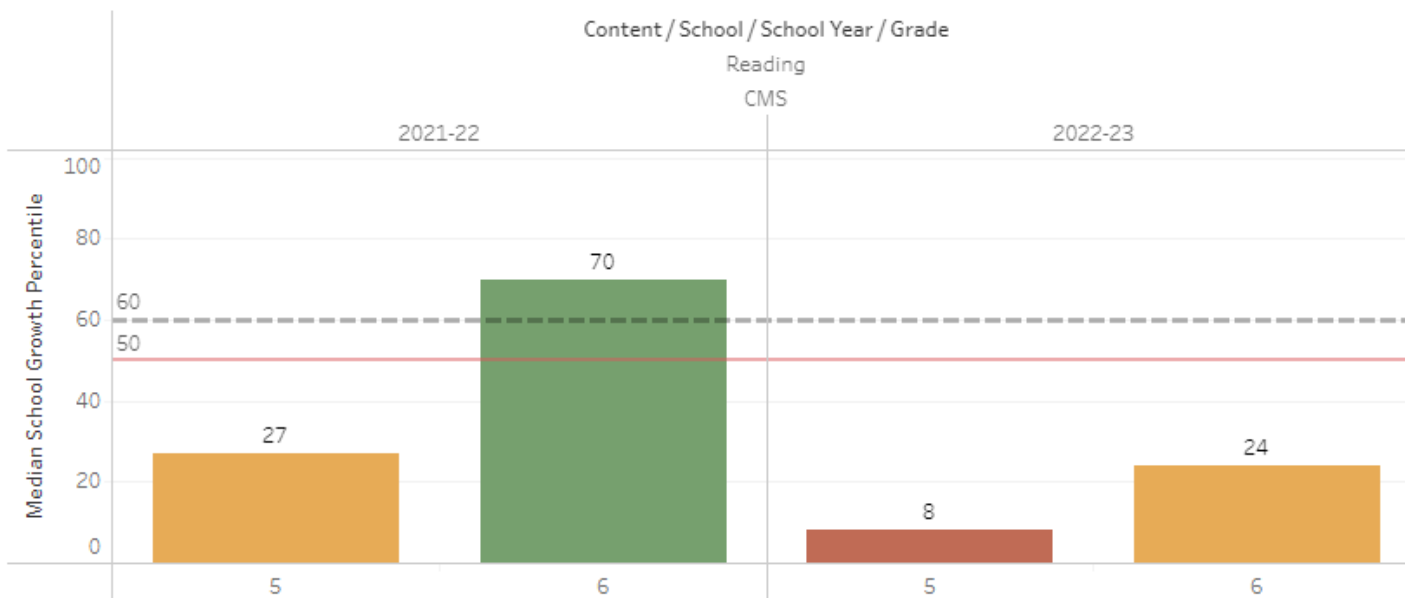
Aspire Math



Spring RIT (Percentile)



Fall to Spring Growth (Percentile)



COMPREHENSIVE NEEDS ASSESSMENT:

Creekside's mission is to ensure high levels of learning for each student. Overall, the culture at Creekside is very positive and all staff are committed to supporting students' academic and social development. The prioritized areas for improvement at Creekside Middle School are:

- 5th Grade Literacy
- 6th Grade Literacy

We will:

- Continue work in PLCs to focus on data collection and developing lessons based on data collected.
- Language comprehension will be explicitly taught and practiced across grades 5-6 with emphasis on vocabulary, comprehension strategies, verbal reasoning, and syntax in increasingly complex texts. All students are assessed through a screening process to ensure grade-level mastery of reading skills, and interventions are used as appropriate to close gaps in decoding and/or comprehension
- Teachers will provide 20 minutes each day during intervention time for students to read silently
- All students are required to read at a minimum of 20 minutes each night for homework
- Using data from reading screeners to ensure students are reading appropriately leveled books and pushing students to read at higher levels based upon screener data.

Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in the area of literacy/reading.

STRENGTH AREAS:

- Increased proficiency in 5th and 6th grade ACT Aspire math achievement

GROWTH AREAS:

- Increase achievement percentiles for 5th & 6th grade reading based on state-mandated end-of-year standardized testing
- Increase growth percentile in the area of reading for both 5th and 6th grade students based on Fall to Spring NWEA MAP data

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:

Creekside Middle School’s mission is to ensure high levels of learning for each student.

Our vision and values are **SPICE**:

- **Service** - We believe culture is established by building a community of servant leaders where each individual strives to help meet the needs of others.
- **Perseverance** - We believe perseverance is finding the courage to take risks, remaining steadfast when faced with challenges, and learning from our failures to achieve excellence.
- **Innovation** - We believe innovation is best achieved by providing opportunities to be creative with new ideas and resources by taking calculated risks, thinking outside the box and showing growth through the process.
- **Collaboration** - We believe collaboration is best developed by building relationships through mutual respect, trust, and understanding.
- **Empathy** - We believe empathy is the ability to respond to others’ emotions by valuing individual life experiences, which inspires a response of care and compassion.

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?)
Improve literacy and math achievement in both 5th & 6th grades.	Interventionists Literacy Teachers All Teachers Administrators	Identification of students based on need - 2023 ACT Aspire, NWEA MAP, diagnostic screeners and formative assessments through the PLC process. Provide targeted intervention based on performance of comprehension, fluency, dyslexia tendencies, and essential standards.	Intervention and instructional staff Intention scheduling of intervention each day, ensuring all literacy interventionists and core literacy teachers see students daily, if needed.	Fall to Spring NWEA MAP achievement and growth data (2023/2024) ACT Aspire (Spring 2023) compared to new ATLAS standardized testing (Spring 2024)-Correlation for achievement and growth

<p>FE06 Refined Communication</p>	<p>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.</p>
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<p>SMART GOAL</p>	<p>LEAD STAFF</p>	<p>ACTION STEPS: What needs to be done?</p>	<p>RESOURCES NEEDED</p>	<p>EVIDENCE (How will success be measured? What will evidence of success look like?)</p>
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<p>CMS families will receive weekly academic communication from their child's team of teachers.</p>	<p>Teacher Teams</p>	<p>Celebrate Creekside students, staff, and community.</p> <p>PTO will meet monthly.</p> <p>Electronic Monthly Newsletter</p> <p>Parent teacher conferences are held twice a year, once in the fall and once in the spring.</p> <p>Teachers communicate academic progress and behavior.</p> <p>Teachers and parents collaborate to develop individual plans for students as needed to improve academics or behavior.</p> <p>Teachers will use a variety of platforms to communicate academic goals, learning objectives, behavior expectations, and upcoming events.</p>		<p>Google Classroom Team Newsletters TeacherEase</p>
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90% of CMS families will participate in Parent Teacher Conferences	Teachers Administrators	Parent teacher conferences are held twice a year, once in the fall and once in the spring. Teachers communicate academic progress and behavior. Teachers and parents collaborate to develop individual plans for students as needed to improve academics or behavior.	Conferences calendared on CMS Master Calendar Technology for parent sign-ups Progress reports for individual students	Parent sign in logs or teacher contact spreadsheet
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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?)
100% of PLC team members will commit to weekly meetings focused on the 4 PLC Questions.	All teachers Administrators Specialists	Weekly PLC meetings Administrators will be present and active participants during weekly meetings. Development and use of common formative & summative assessments	Coaching cycles for teachers who express interest or for those who need additional support. PLC Agendas - Are items on the agendas connected to the 4 PLC questions?	Common formative & summative data analysis Data collection and reflection from coaching cycle

Literacy Plan - Bentonville Schools Literacy Plan 2023-2024
Master Literacy Plan - Academic RTI Documents

Creekside Middle School's literacy plan is focused on decoding, language comprehension, reading comprehension, vocabulary, verbal reasoning, and syntax in increasingly complex tasks. All students are assessed through a screening process to ensure grade-level mastery of reading skills. Students identified, through the screening process, will receive targeted interventions used to close gaps in decoding and/or comprehension.

CMS Interventionists - Mindy Yeager (Reading), Whitney Hackmann (Reading), Liz Blinn (Math), Anne-Marie Baggett (ESL)

RTI T2 & T3 remediation will be provided during Flight Time (40 mins per day) and Cardinal Learning Time (CLT 40 mins per day). • Interventionists and all teachers are responsible for providing targeted intervention for comprehension, fluency, and vocabulary. • Every student will have personal Lexia goals. Some identified students will receive targeted lessons in small groups (inclusive of RISE strategies) during Cardinal Learning Time (40 minutes each day).

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

Title Literacy Interventionist - Mindy Yeager
Literacy Interventionist - Whitney Hackmann
Math Interventionist - Liz Blinn
ESL Teacher - Anne-Marie Baggett
ELA Teachers

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

None at this time

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

Insert link to meeting agenda/minutes example: [Link](#)