



Creekside Middle School 2025-2026 - Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY:

5th Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35408		1054 <i>i</i>	 Percent: 25% 39% 24% 13% Count: 8.7K 13.7K 8.5K 4.4K	37%	1053 <i>i</i>	 Percent: 27% 36% 23% 14% Count: 9.7K 12.6K 8.1K 5K
District			1498		1062 <i>i</i>	 Percent: 10% 31% 30% 28% Count: 154 468 453 423	58%	1062 <i>i</i>	 Percent: 12% 29% 29% 30% Count: 186 437 427 448
School			304		1057 ± 1 <i>i</i>	 Percent: 15% 41% 26% 17% Count: 46 126 79 53	43%	1057 ± 1 <i>i</i>	 Percent: 19% 37% 26% 18% Count: 58 112 79 55

5th Grade ATLAS Summative Math Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35407		1054 <i>i</i>	 Percent: 32% 31% 22% 15% Count: 11.2K 11K 7.9K 5.3K	37%
District			1493		1065 <i>i</i>	 Percent: 12% 24% 28% 36% Count: 183 357 413 540	64%
School			304		1060 ± 1 <i>i</i>	 Percent: 21% 26% 28% 25% Count: 65 78 85 76	53%

5th Grade ATLAS Summative Science Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35409		1055 <i>i</i>	 Percent: 28% 34% 23% 15% Count: 10.1K 12K 8K 5.4K	38%
District			1498		1065 <i>i</i>	 Percent: 13% 24% 31% 31% Count: 202 367 458 471	62%
School			304		1059 ± 1 <i>i</i>	 Percent: 21% 32% 25% 21% Count: 65 98 77 64	46%

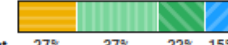
6th Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35362		1053 <i>i</i>	 Percent: 25% 40% 25% 11% Count: 8.9K 14K 8.7K 3.8K	35%	1052 <i>i</i>	 Percent: 25% 39% 24% 12% Count: 8.9K 13.8K 8.4K 4.2K
District			1502		1064 <i>i</i>	 Percent: 9% 27% 34% 30% Count: 138 403 507 454	64%	1063 <i>i</i>	 Percent: 10% 28% 32% 30% Count: 148 419 481 454
School			332		1060 ± 1 <i>i</i>	 Percent: 12% 31% 39% 18% Count: 39 104 129 60	57%	1060 ± 1 <i>i</i>	 Percent: 14% 30% 34% 23% Count: 45 98 114 75

6th Grade ATLAS Summative Math Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35376		1055	 Percent: 28% 32% 26% 14% Count: 9.9K 11.4K 9.1K 4.9K	40%
District			1502		1066	 Percent: 11% 22% 32% 35% Count: 162 333 477 530	67%
School			332		1063 ± 1	 Percent: 13% 29% 33% 25% Count: 44 96 110 82	58%

6th Grade ATLAS Summative Science Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35377		1055	 Percent: 27% 37% 22% 15% Count: 9.4K 13K 7.8K 5.2K	37%
District			1502		1067	 Percent: 10% 23% 28% 38% Count: 155 348 427 572	67%
School			332		1063 ± 1	 Percent: 16% 27% 29% 28% Count: 53 91 95 93	57%

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, Math, and Science
- 6th Grade Literacy and Math

We will:

- Use High Quality Instructional Materials (HQIM) in all content areas for instruction and intervention.
- Continue work in PLCs to focus on student performance data, analysis, and implementation of small group instruction.
- 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.
- Read a minimum of 20 minutes each day
- Write in all content areas.
- Improve student performance in science by strengthening reading comprehension of informational texts.
- Provide weekly practice homework focused on grade level essential standards in literacy and math.
- Use 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/math/science.

STRENGTH AREAS:

- Creekside exceeded the state averages in 5th and 6th grade literacy, math, and science.

GROWTH AREAS:

- Increase achievement in the area of reading for 5th and 6th grade students.
- Increase achievement in the areas of math for 5th and 6th grade students.
- Increase achievement in the areas of science for 5th and 6th grade students.
- Increase growth percentile for students who receive special education services.

DISTRICT GOAL(s):

By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELAA Summative percentage of district students testing at levels 3 or 4 is 57%.

Bentonville Strategic Plan 2024

- **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.

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.	Literacy Teachers Reading Interventionists All Teachers Administrators	Identification of students based on need - 2025 ATLAS, diagnostic screeners and formative assessments through the PLC process. Provide targeted intervention based on performance of comprehension, fluency, and essential standards.	Intervention and instructional staff Intentional scheduling of intervention each day, ensuring all literacy interventionists and core literacy teachers see students daily, if needed.	District Checkpoints Fall Interim ATLAS Spring Summative ATLAS

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.
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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?)
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CMS families will receive weekly academic communication from their child's team of teachers. CMS families will receive monthly communication from the principal via electronic newsletter.	Administration Teacher Teams	Celebrate Creekside students, staff, and community. PTO will meet monthly on the first Thursday of each month. School Wide - Monthly Electronic Newsletter 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. Teachers will use eSchool, and the district communication tool to communicate academic goals, learning objectives, behavior	District Communication Tool	Google Classroom Team Newsletters Principal Newsletters TeacherEase School Website CMS Open House - Aug. 6th CMS Volunteer/Mentor Training - Sept. 4th School Counseling Advisory Board Meeting - Oct. 10th
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		expectations, and upcoming events.		
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 Conference dates: 10/24, 10/29, 3/6, 3/11

Professional Learning Communities PLCs	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).			
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 Academic Coach Specialists	Weekly PLC meetings Administrators will be present and active participants during weekly meetings. Development and use of common formative & summative assessments. Use student performance data to plan instruction and intervention. Adhere to the core values of inclusive practices for all students.	Universal approach to instructional coaching for all teachers. 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

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Literacy Plan - [Bentonville Schools Literacy Plan 2024-2025](#)

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 will be provided during Personalized Learning Time (PLT, 50 mins per day) • Interventionists and all teachers are responsible for providing targeted intervention for comprehension, fluency, and vocabulary. • Every student will have personal literacy/reading goals. Some identified students will receive targeted lessons in small groups (inclusive of RISE strategies) during PLT. • Every student will read for 20 minutes and work on targeted math practice for 20 minutes (40 total) to build reading stamina and to increase frequency of mathematical practice. All intervention materials will be HQIM.

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)**

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