

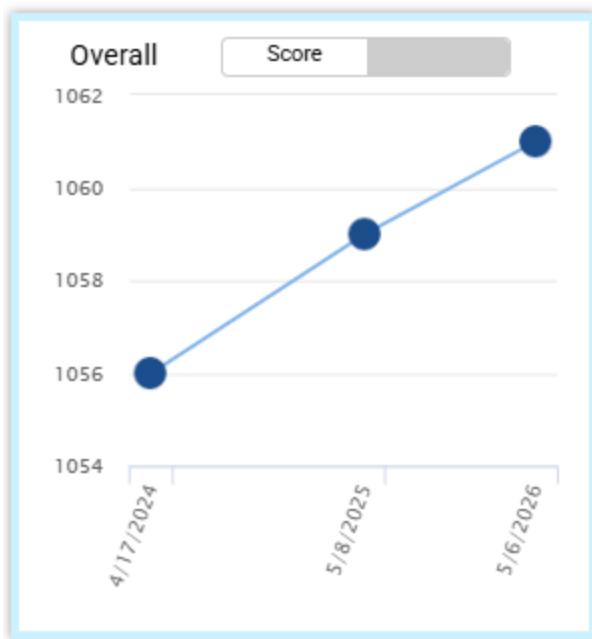


Creekside Middle School
2026-2027
Building-Level Reflections and Strategic Plan

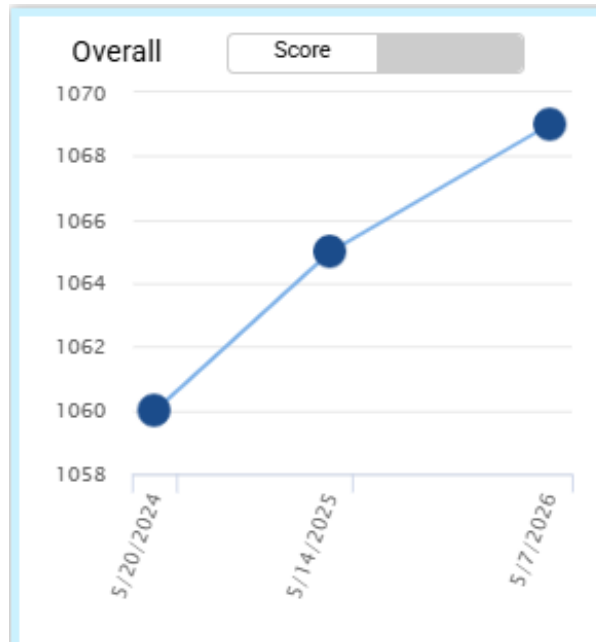
DATA SUMMARY-CURRENT REALITY

ATLAS Spring 2026 - Cohort 3 Year Growth

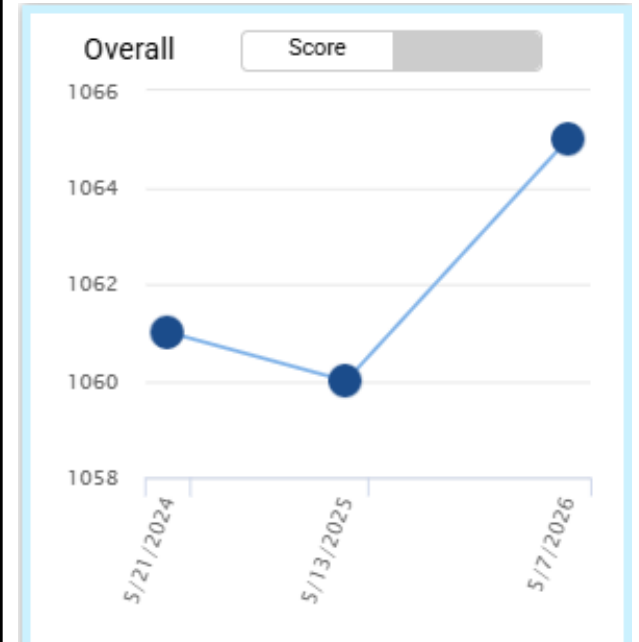
5th ELA

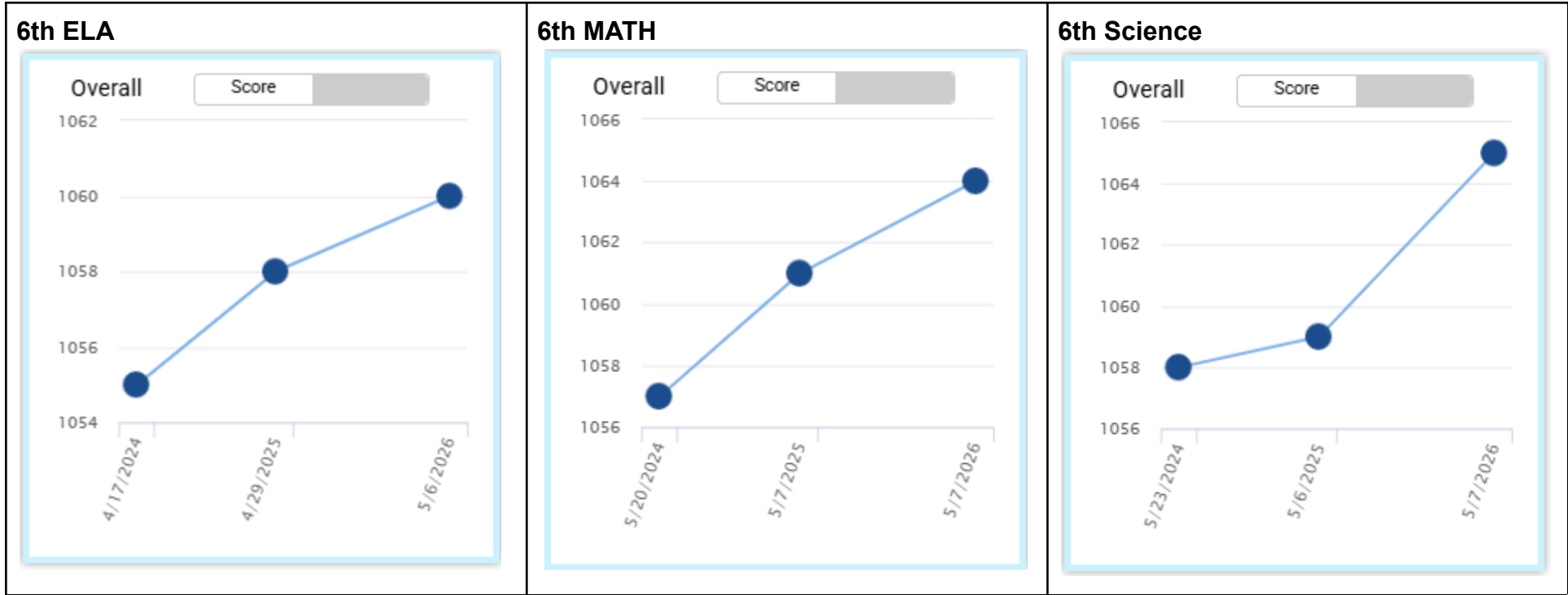


5th MATH



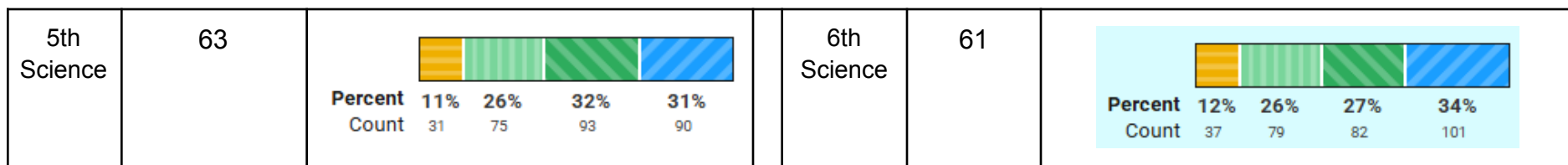
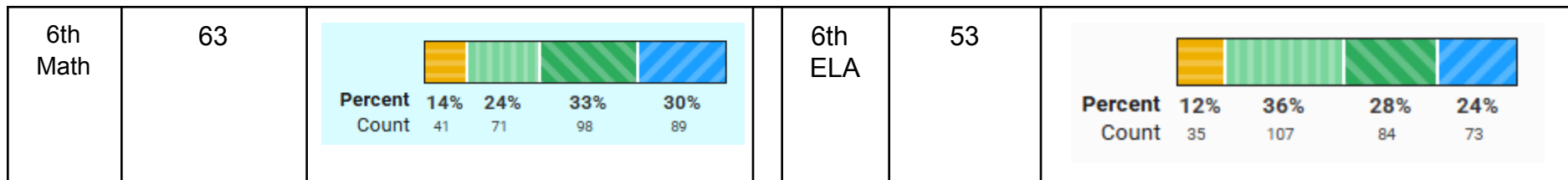
5th Science



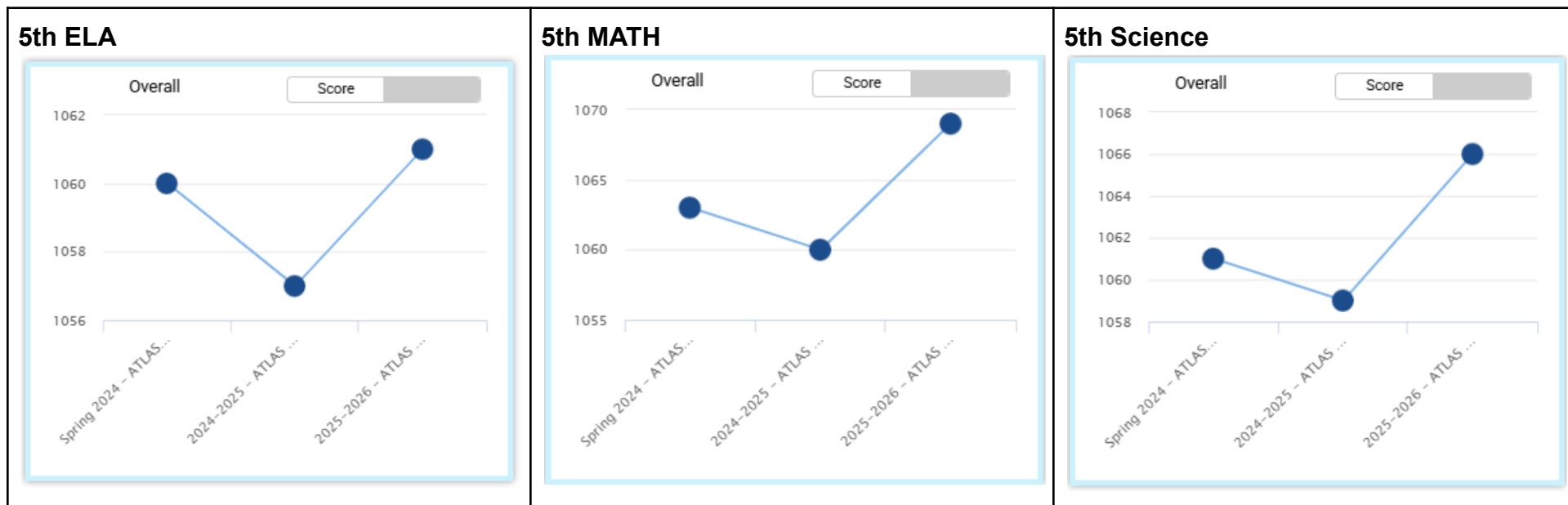


ATLAS Spring 2026 Achievement

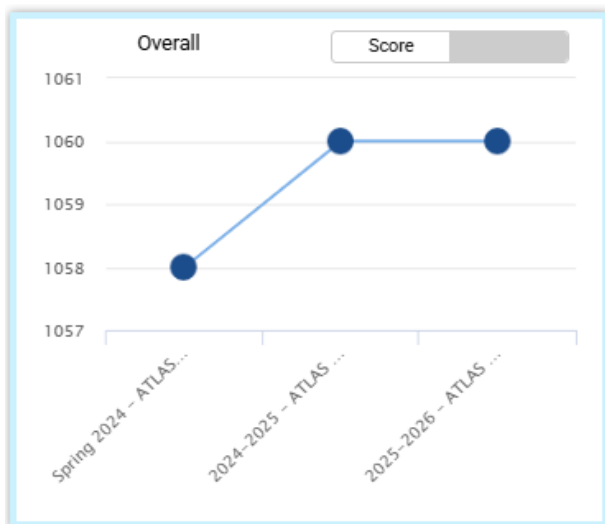
Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart	Grade/ Subject	Percent Proficient (Level 3 or 4)	Achievement Performance Distribution Chart																				
5th Math	71	<table><tr><td>Percent</td><td>10%</td><td>19%</td><td>29%</td><td>42%</td></tr><tr><td>Count</td><td>28</td><td>56</td><td>84</td><td>121</td></tr></table>	Percent	10%	19%	29%	42%	Count	28	56	84	121	5th ELA	54	<table><tr><td>Percent</td><td>12%</td><td>34%</td><td>30%</td><td>24%</td></tr><tr><td>Count</td><td>34</td><td>99</td><td>87</td><td>69</td></tr></table>	Percent	12%	34%	30%	24%	Count	34	99	87	69
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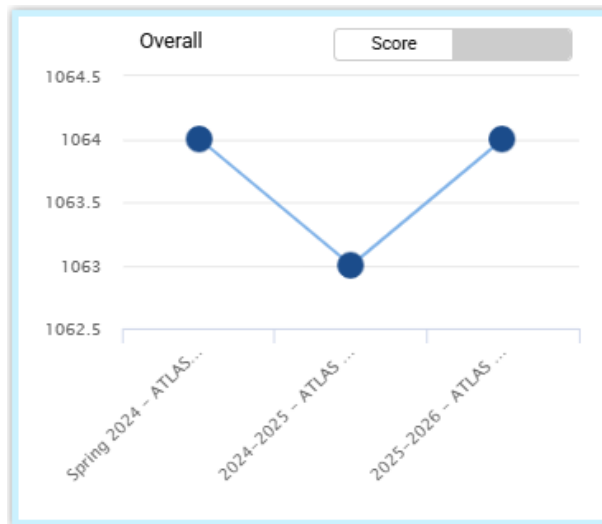
ATLAS Spring 2026 - Achievement Growth by Tested Subject Area



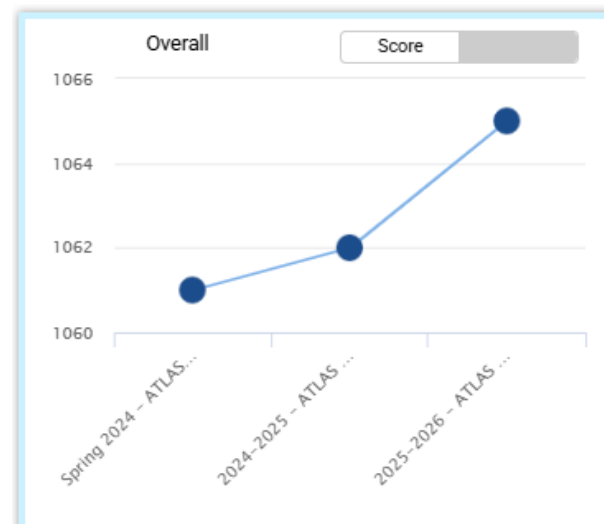
6th ELA



6th MATH



6th Science



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 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 literacy 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 and math.

STRENGTH AREAS:

- Cohort student growth across all content areas for both 5th and 6th grade increased over a 3 year period
- Creekside academic performance outperformed the state average in literacy, math, and science for both 5th and 6th grade
- 18% increase in Math (5th) proficiency from Spring 2025 to Spring 2026
- 5% increase in Math (6th) proficiency from Spring 2025 to Spring 2026
- 20% increase in Science (5th) proficiency from Spring 2025 to Spring 2026
- 5% increase in Science (6th) proficiency from Spring 2025 to Spring 2026
- 8% increase in ELA (5th) proficiency from Spring 2025 to Spring 2026

GROWTH AREAS:

- 4% decrease in ELA (6th) proficiency from Spring 2025 to Spring 2026 (cohort data increased)
- ELA scores below district average

DISTRICT GOAL(s): [Bentonville Strategic Plan 2025](#)

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 achievement in both 5th & 6th grades	Literacy Teachers Reading Interventionists All Teachers Administrators	Identification of students based on need - 2026 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
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?)
CMS families will receive weekly academic communication from their child's team of teachers.	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	District Communication Tool - School Status	Google Classroom Team Newsletters Principal Newsletters OTUS (gradebook) School Website CMS Open House - Aug. 6th CMS Volunteer/Mentor

CMS families will receive monthly communication from the principal via 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 expectations, and upcoming events.		Training - Sept. 4th School Counseling Advisory Board Meeting - Oct. 10th
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: 10/22, 10/27, 2/18, 2/23
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?)
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 from HQIM. 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 connect to the 4 PLC questions and Creekside Instructional Goals	Common formative & summative data analysis Data collection and reflection from coaching cycle

Literacy Plan - Bentonville Schools Literacy Plan 2026-2027
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 Yaeger
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