

Comprehensive Progress Report

Mission:

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

As a part of Bentonville Public Schools we also believe in the district's mission- Bentonville Public Schools is committed to excellence in all we do through innovative, inspiring learning experiences.

At Creekside Middle School our vision and values are SPICE:

Vision:

Service We believe culture is established by building a community of servant leaders where each individual strives to help meet the needs of others. **Passion** We believe passion within each individual drives the intense desire and enthusiasm to never stop learning and growing. **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. **Empowerment** We believe empowerment is fulfilled by connecting people with the necessary tools, enabling leadership and ownership, supporting one another, and advocating for oneself and others.

Goals:

Each student will receive the academic or behavioral support needed to grow by one school year. Our RTI program is seeking to continue to strengthen our Tier II intervention support for students. As RTI teams we will look at student data as a collective group, determine best placement for those students in need, reevaluate the delivery program quarterly, obtain training for our instructors, and find additional times when the students in need are available for acceleration time.

Each student at Creekside Middle School will understand positive behaviors and how to practice those behaviors to become habits. One goal we have for this school year is to set the behavior expectations for the students clearly and redefine them often. We are in our launch year of our PBIS (Positive Behavior Intervention for Students) system, RISE (Respect, Integrity, Service, Empower). We will collect behavior data by school and teams.

Our goal is to create leadership opportunities for each student.



Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	<p>The leadership team meets monthly to discuss building issues, upcoming events, and concerns. The team keeps detailed notes and those notes are sent out to the staff the following day to the entire staff.</p> <p>See link: CMS Leadership</p>	Limited Development 09/15/2017			
<i>How it will look when fully met:</i>	This objective will be fully met when we show the completion of this task each month for each year. All team members are present or send a representative for their team.		Laura Merriman	04/25/2020	
Actions		0 of 2 (0%)			
9/15/17	We will keep detailed notes in leadership meeting and share those with the staff the following day.		Laura Merriman	04/25/2019	
<i>Notes:</i>					
11/29/17	The administration will frequently check in with staff to get their voice on new programs, plans, ideas.		Tiffany Ansel	04/27/2020	
<i>Notes:</i> The administration will check in with staff members to get their voice on all new programs, ideas, areas of concern and needed solutions.					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administration and team leadership as well as staff monitor student progress in our programs implemented at CMS. We have our RTI team that meets monthly to review data and progress of students from multiple measures. From there we also will provide a time to extend or enrich learning in our after school Cardinal Connect program. This program will focus on reading and math and bringing Tier I and II students towards one year's growth. We are focusing on continued growth in our reading scores school-wide.	Limited Development 09/15/2017		
<i>How it will look when fully met:</i>		<p>Mr. Wasem frequently meets and checks in with parents, students and staff at Creekside. He conducts and review data weekly to assess progress of students. He also meets with our intervention team and PLCs.</p> <p>We are heavily focused on developing in students a love of reading. We utilize the district literacy plan: Bentonville Literacy Plan. Also we have a specialized time for students to read with her club teacher (in a smaller group setting) two times or more per month. Our Literacy Intervention Position Statement is here. Also, each PLC team has a SMART goal with a reading focus. We also utilize smaller groups every other Friday to either have specialized time to highlight reading in the world or new types of books to increase the interest of students.</p>		Jeff Wasem	05/30/2020
Actions			0 of 6 (0%)		
	9/15/17	Mr. Wasem will meet with students, staff and parents to check the culture of the school. A CMS newsletter in sent out every three weeks to communicate to families.		Jeff Wasem	05/30/2019
	<i>Notes:</i> Mr. Wasem meets with the PTO monthly. He meets with students daily. He meets with staff members daily also.				
	12/8/17	Literacy Plan - Science of Reading for CMS. Each core PLC for both 5th & 6th grade set a reading SMART goal to achieve with their student. All teachers are scheduled for continued RISE training this year.		Jeff Wasem	05/30/2019

Notes: At each faculty meeting we are reading professionally and reflecting on professional practice such as rigor and relevance. We also have a specialized time dedicated to reading outside of the English classrooms that occurs two times a month. We also utilize the district literacy plan:
<https://docs.google.com/document/d/1LezjNpVpuvNy8flAo7V12JMPNa3p84barTcqBw4xBRA/edit?usp=sharing>

12/8/17	CMS has designed a master schedule that allows the teachers of core subjects to have common planning with their PLC and common planning times with their team of teachers also. These two common periods allow for the collaboration at the highest level for better communication and development of lessons and students needs conversations.		Jeff Wasem	05/30/2019
---------	---	--	------------	------------

Notes:

12/8/17	Our RTI team meets monthly with team members and at other points in time to evaluate data and to continually find solutions to support Tier II with teachers.		PLC teams	09/30/2019
---------	---	--	-----------	------------

Notes: Liz Blinn and Mindy Yaeger are supports as well as Kathryn Allen. Areas of need identified is finding tracks of time to support Tier II. Currently the time frame is through PE only.

12/8/17	Our building is administering the MAPS assessments three times throughout the school year. We will review that data in our PLC teams and make plans to remediate students in need based on that data.		Jeff Wasem	05/20/2020
---------	---	--	------------	------------

Notes: Our staff administer the MAPS assessment to the students in the Fall, Winter and Spring. When those scores are available, the PLC teams will evaluate the data and make plans to help students who have fallen low in that assessment.

12/8/17	CMS has two intervention teachers we call acceleration teachers. They will serve students in math and literacy. They will use programs like The Numeracy Project, Phonics First and Reading Assistant to help them fill the gaps and build the deeper foundation for students in the RTI process at Tier III and Tier II.		Mindy Yaeger	05/31/2020
---------	---	--	--------------	------------

Notes: The teachers serve the students in the additional PE times offered in our schedule by PE4Life. They also serve students during additional electives the students have that are above and beyond the state standards.

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA22	All teachers use open-ended questioning and encourage elaboration. (131)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Starting in 2018-2019, our school-wide focus was improving the PLC process for our staff. Mr. Wasem and Mrs. Ansel attended Solution-Tree PLC conference. Several teachers scheduled to attend could not in July 2018. We presented to the leadership team about the process of goal setting, common formative assessment to reach the goals, and during PLC meetings how to follow the four questions. To continue supporting our staff understanding of rigor and relevance to support student progress, as a school we are doing professional development each faculty meeting using the Rigor and Relevance Framework. We are discussing what rigor and relevance are and how to apply increasing them in student learning. We will look at the layers that support increasing rigor in the classroom: thoughtful work, high-level questioning, and academic discussion. There are rubrics to help students assess beginning, emerging, developed, and well developed for each of the categories. As a staff we will observe classrooms in small groups and reflect on each of the categories for rigor. In PLCs we are possibly using the rigor rubric to drive design of more rigorous questions or learning activities.</p>	Limited Development 09/23/2019		
<i>How it will look when fully met:</i>		<p>We will know that this objective is moving forward and progress is being made when during classroom walk-throughs with administration and staff learning for students is falling in the developed and well-developed range for high-level questioning. Also if progress is made in the other two categories of academic discussion and thoughtful work that shape rigor. Overall if our achievement scores improve for ACT Aspire or growth and achievement improve on MAPs testing, we will have formal data to support rigor improving in our classrooms. Also, when projects naturally support community improvement and seek to solve problems outside of a student's world, this could be informal data that would use high-level questioning.</p>		Jeff Wasem	05/30/2020
<i>Actions</i>			0 of 2 (0%)		
	9/23/19	Begin as a team lead and faculty reading, "Moving Beyond Quadrant A: Developing Rigor, Relevance, and Learner Engagement in the Classroom," by Bernadette Lambert		Jeff Wasem	05/30/2020

Notes: To start off each faculty meeting, we will dig into our understanding of rigor and relevance as a staff.

9/23/19 As a staff, we will have walk-through days that rotate and staff will go with administration to observe rigor in the classroom using the Rigor Rubric from the ICLE.

Jeff Wasem

05/30/2020

Notes: We will schedule a rotation of walk-throughs to occur during PLC time to evaluate rigor in the classroom.

Core Function: Family Engagement in a School Community

Effective Practice: Provide two-way, school-home communication linked to learning

	FE06	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).(5500)	Implementation Status	Assigned To	Target Date
--	------	---	-----------------------	-------------	-------------

<p>Initial Assessment:</p>	<p>Creekside produces a school-wide newsletter that is distributed digitally to every family and a hard copy is provided upon request. The school newsletter provides information about upcoming events, staff highlights, program information and updates, details of upcoming events and Parent Teacher Organization meetings. Our school has six teams that also send out a weekly email update that covers upcoming academic and social events. The weekly emails review expectations for learning and also highlight student voice for votes of student of the week, etc. Attachments for parents to have digitally are sent for extra resources as well. Every Tuesday each homeroom teacher sends home a folder (Tuesday folder) that is a hard-copy two way communication. Parents can review and keep or return student work and other forms such as field trip, etc. Twice a year we hold parent teacher conferences. For the first semester it is a traditional teacher/parent/student meeting. In the second semester, conferences are student-leg where students showcase their learning through examples of work they have produced. Families can also visit with the teacher to address any questions or concerns. CMS also has a Twitter and Facebook account to reach and serve families and communities about the events and learning happening at Creekside and in Bentonville PS.</p> <p>The school sends our a newsletter twice a month to families with information and events. Teams also communicate weekly to families with a format of their choice.</p> <p>Our Creekside staff communicate with parents weekly and even daily the academic development and standards being covered in the classroom. We use such methods as: email, phone calls, text reminders, newsletters, website and social media sites.</p>	<p>Limited Development 09/15/2017</p>		
<p>How it will look when fully met:</p>	<p style="text-align: center;">Creekside Middle School</p> <p style="text-align: center;">Parent and Family Engagement Plan</p> <p style="text-align: center;">2019-2020</p> <p style="text-align: center;">Standard 1: Communication</p> <p style="text-align: center;">Goal: Communication between home and school is consistent, two-way, and meaningful.</p>		<p>Anne-Elise Parker</p>	<p>05/30/2020</p>

To conduct effective communication from school to home and from home to school about academic and school-wide programs and student progress, CMS will:

Prepare Informational Packets including:

CMS Parent-School Informative Brochure and Compact

Student Handbook

Ways for parents to become involved in their child's education

PTO

Parent-teacher conferences

Mentoring Matters program

Gives Back program

Parent Information Nights

Team meetings

Homeroom parent

To encourage communication and collaboration with parents, CMS shall schedule no less than 2 parent-teacher conferences per school year.

PT Fall Conference Date: October 22nd and 24th

PT Spring Conference Date: March 17th and 19th

The school may plan and engage in other activities determined to be beneficial to encourage communication with parents, such as:

Provide clear information about report cards and how grades are earned

School newsletter/Team emails/school webpage/social media (Twitter/Facebook/Instagram)

Tuesday Folders sent home weekly

Notification to families of students receiving awards and recognition

Communication to families regarding students' academic, behavior, and/or social-emotional progress

Teacher access to telephones to communicate with parents during or after school

Teacher and administrator email to communicate with parents

Parent access to telephone numbers and email addresses of the school, principal, assistant principal, teachers, and counselors

A responsive open door policy that is defined collaboratively by staff and families

CMS informal activities at which parents, staff, and community may interact (e.g. Family/Parent Informational Meeting Nights; SPICE Night; Fall Carnival; Fun and Field Day)

Disseminating information clearly and specifically by using language that is understandable to all parents in a multi-method approach (newsletter, website, report cards, and weekly team emails/newsletters)

Translating communications to assist non-English speaking parents, as needed

Parental feedback on their student, the school, and opportunities and activities offered through surveys at various times throughout the school year

Standard 2: Parenting

Goal: Positive parenting skills are promoted and supported.

To promote student learning CMS will:

Purchase parenting books, magazines, newsletters, etc., regarding responsible parenting and give parents an opportunity to borrow the materials for review

Provide access to a parent center that includes parent resources

Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting, such as:

Newsletters sent home per classroom, counselor, and/or school

School website links to resources (educational/parenting)

Access to information via school's social media (Twitter/Facebook/Instagram)

Parenting books, magazines, newsletter, etc. available for checkout through school library

Providing families with information on child and adolescent development

Communicating with parents in an ongoing manner, using diverse methods which reflect a respect for parental and cultural differences

Informing parents of other opportunities to attend parenting training (e.g. other middle school or Bentonville schools events, community events, etc.)

After-school parent information meetings focused on adolescent growth and development and parent-student communication

Standard 3: Student Learning

Goal: Parents will play an integral role in assisting student achievement.

To help parents in assisting students, CMS and/or the district will:

Schedule regular parent involvement opportunities where parents are given a report on the state of the student and an overview of:

What students will be learning, student expectations in each subject at each grade level, information regarding how parents can foster learning at home and how to give appropriate assistance, monitor homework, and give feedback to teachers

What parents should expect for their child's education

How parents can assist and make a difference in his/her child's education

Provide information on how to assist students with skills that need improvement

Provide alternative methods for diverse students

(This is done through Open House, Team Parent Nights, Parent Teacher Conferences, Parent Information Nights, Academic Nights, PTO events, and other school events during and after school hours.)

Standard 4: Volunteering

Goal: Parents are welcome in the school and their support and assistance is sought.

To organize volunteers to support and assist, CMS will:

Have policies and procedures that encourage parents to visit school, specifically including:

Policies requiring parents to pick-up his/her child outside the school building each day.

Written procedures allowing parents to visit their child's classroom during school events (handbook).

Ensure that office staff greetings and signs near the entrances and any other interaction with the parents creates a climate in which parents feel valued and welcome (handbook).

List of volunteers kept on file for school staff members' use, specifically including:

Work closely with the PTO leadership

2019-2020 PTO Leadership:

Joy Hogan - President

Kristen Hutchinson - Vice President

Tracie Grall - Secretary

Haley McCormick - Treasurer

2019-2020 PTO Meetings:

Wed Sep 18, 2019 11am - 12pm

Wed Oct 16, 2019 11am - 12pm

Wed Nov 20, 2019 12pm - 1pm

Wed Dec 18, 2019 11am - 12pm

Wed Jan 22, 2020 11am - 12pm

Wed Feb 19, 2020 11am - 12pm

Wed Mar 18, 2020 11am - 12pm

Wed Apr 22, 2020 11am - 12pm

Wed May 20, 2020 11am - 12pm

Survey parents regarding their interests (PTO, Gives Back, Mentoring Matters, etc.)

Determine how frequently a volunteer would like to participate, including the option of just one time per year

Include options for those who are available to help at home

Print statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students (website)

Engage in other activities determined by the school to welcome parents in the school, such as:

Sign- in sheet available for volunteers and Raptor check in/out

Helping with homeroom events

Plan a program/luncheon in the spring to recognize and reward volunteers/mentors

Provide training for parents to become effective volunteers (Fall semester)

Provide a welcoming, friendly atmosphere that encourages volunteerism

Publish a community resource directory (Bentonville Community Resource Brochure: in the front office or parent center)

What's Next Night, Team Parent Nights, Open House, SPICE Night, Fall Carnival, Academic Nights, etc.

Standard 5: School Decision-Making and Advocacy

Goal: Recognize that a parent is a full partner in the decisions that affect his/her child and family.

To encourage parents to participate as full partners in the decisions that affect their children, CMS will:

Publish the school's steps for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions (school handbook).

Engage in other activities that the school determines will encourage parents to participate as full partners in the decisions

that affect their children and family.

Support the formation of a PTO to identify and respond to issues of interest to parents.

Provide parents with current information regarding school policies, practices, and both student and school performance data (newsletter; parent meetings).

Develop clear and understandable procedures that enable all to participate.

Treat parent concerns with respect and demonstrate genuine interest in developing solutions.

Standard 6: Collaborating with the Community

Goal: To recognize that community resources strengthen school programs, family practices, and student learning.

To take advantage of community resources, CMS shall,

Engage in activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.

CMS will utilize business and community group resources for school supplies and clothing for needy students.

Participate in Mentoring Matters program, Snack Pack program, Gives Back program, Bright Futures, community outreach, and community speakers.

Tap into the expertise in the community for guest speakers for teacher in-service, parenting workshops, student assemblies, etc.

Anne-Elise Parker, School Counselor
anparker@bentonvillek12.org

Stephanie McCauley, School Counselor
smcauley@bentonvillek12.org

April Cartee, 6th Grade Teacher acartee@bentonvillek12.org

Parental Involvement Facilitators

Creekside Middle School

2901 SW 28th Street, Bentonville, AR 72713

479-286-9600

Also included is our [School-Parent Compact for 2019-2020](#)

Actions		1 of 7 (14%)		
12/8/17	The parents at CMS will be invited specifically to parent teacher conference nights. One will be held in the fall on Oct. 26th and one in the spring semester on March 29th. TESS Domains 4b		Tiffany Ansel	03/30/2019
<i>Notes:</i> Parent involvement in the student's learning is very important. We communicate with parents many more times throughout the year about their child's learning but these specific dates are set aside to make face to face meetings available.				
9/15/17	The Leadership team will communicate with parents on a weekly basis of the academic standards being taught. TESS Domain 4b & 4c		Tiffany Ansel	05/23/2019
<i>Notes:</i> Weekly updates are sent by team leads to families.				
12/8/17	CMS will send home information packets at the beginning of the school year or at the student's enrollment to communicate methods to communicate with the school, ways to get involved, key pieces of important information, etc. Tess Domain 4b & 4c	Complete 10/01/2017	Anne-Elise Parker	05/30/2020
<i>Notes:</i>				
12/8/17	The school will engage in multiple methods of information delivery using letters home to parents, website information, newsletters online, Tuesday folder, social media sites, building wide emails, building wide phone calls, personal parent phone calls and emails. Tess Domain 4c		Rikki Pearson	05/30/2020
<i>Notes:</i> All staff contribute to information involved in many of the above formats.				
12/8/17	Our parents are welcome to be involved at Creekside Middle School. We are hosting several events to support that goal. >Parent Involvement Nights >Book Club Meetings >Family Fall Carnival >Spice Night Tess Domain 4c		Rikki Pearson	05/30/2020
<i>Notes:</i>				
12/8/17	CMS sends out a parenting newsletter in Tuesday Folders each month.		Stephanie Lane	05/30/2020
<i>Notes:</i> This could be something provided by the district or locally.				

12/8/17 Parents are welcomed into the building to volunteer in several capacities including being a member of the PTO organization, Watch Dog Dad, and through the Give Back program

Anne Elise Parker

05/30/2020

Notes: PTO meeting occur at least once a month on campus.

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Prepare students for post-secondary options			
!	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our staff will continue to increase rigor and monitor students with high scores on district and state assessments to suggest them to enter pre AP class or be assess for the gifted and talented program.</p> <p>One focus has been on training and developing our understanding as a staff in the areas of rigor and relevance. We may add learner engagement the next year. We started off this year discussing what our individual definitions and understandings of rigorous learning. We are utilizing the book, "Moving Beyond Quadrant A" Developing rigor, relevance and learner engagement in your classroom," by Bernadette Lambert and other ICLE resources such as their rigor and relevance rubrics. This is designed by the end of the year for our staff and students to have a common vocabulary when it comes to rigor and relevance. We will be evaluating classroom video and having discussion about where the learning of the student falls on rigor. This ties into our belief of PLCs and student opportunities.</p> <p>Also, all students in 6th grade are enrolled in pre-AP science classes. ACT Aspire data did show an increase in science as a district with this in place. Continued professional development and creating of curriculum is completed by teachers at the district level.</p>	Limited Development 09/15/2017		
<i>How it will look when fully met:</i>		<p>We will know this objective is met when each student is in a Pre-AP course and when students are showing growth in their personal scores and growth in their achievement. This is a continued area of focus as achievement is lower than our overall student growth.</p> <p>Also, we will have a systematic method of looking at student scores and data points to encourage promotion of the gifted and talented program and pre AP course recommendations. All students in 6th grade are in PreAp science and progress is continuously monitored.</p>		Tiffany Ansel	05/23/2019
<i>Actions</i>			0 of 2 (0%)		
	9/15/17	We will review MAPS and ACT Aspire assessment scores to look to see if a student might be referred to gifted and talented program or 6th grade pre AP classes.		Anne-Elise Parker	03/28/2019

Notes:

9/17/19 At each faculty meeting we have an instructional focus on rigor and/or relevance.

Jeff Wasem

05/30/2020

Notes: We have utilized the book, "Moving Beyond Quadrant A" Developing Rigor, Relevance, and learner engagement in your classroom" by Berndette Lambert.